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NG BEYOND OUR ROLES



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Resources for Expanding Student Expectations In Montana Schools

SENIOR HIGH STRATEGIES

Compiled by
The Office of the Superintendent of Public Instruction
Equal Learning Opportunities Program
Mary Leonard-Connor, Coordinator
State Capitol, Helena, Montana 59601

Welcome!

You are one of those special people who cares about children, about their growth and development into strong, unique human individuals. You help them toward that goal by your acceptance of who they are--and your expectations of who they can become. These expectations have the tremendous power over their development to fashion how they feel about themselves, their world, and others; how well they achieve, in school and in life; and who they become as people. . .for the rest of their lives. It is an awesome responsibility.

It is also a complex challenge: too often we expect only that behavior and development of children which has been perceived as "normal" for their gender (sex stereotyping) or their cultural tradition (ethnic stereotyping). This subtle and serious disparity, this inequality of expectation has devastating effects on what children come to expect of themselves. It results in personal frustration for the individual and enormous waste of human resources for society. It violates numerous laws, but more importantly, contradicts the finest principles for which we as a democratic people stand.

What can be done to equalize our expectations of children to remove the "barriers to becoming" which stereotyping represents?

There are many possible approaches. Some of the best for eliminating sex role stereotyping have been gathered in this Resource Guide for your consideration. They are neither original nor complete, but rather a sample, an overview, with addresses of the producers included, or listed in the bibliographies, for your reference. Resource Guides are available for twelve areas, listed on the reverse of this page. We trust you will find at least some of them appropriate and effective for your situation.

We also hope you will let us know, via letter or Hotline (1-800-332-3402) when we can assist you in eliminating stereotyping in your school, classroom, community. The Equal Learning Opportunities Program is funded by the U.S. Office of Education under Title IV (CRA) to provide technical assistance for this purpose; full-time Cultural Awareness and Title IX (sex stereotyping) Specialists function in these capacities. We welcome your questions, comments and requests for help.

But the real credit and responsibility for achieving quality and equality in Montana schools belongs to you, the educators who work directly with students everyday. You are the only ones who can fashion or frustrate equal learning expectations and opportunities in the girls and boys, the multicultural students you serve. We welcome you again to this bright challenge and look forward to helping you help children to learn the critical importance of Reaching Beyond Our Roles.

MARY LEONARD-CONNOR, Coordinator
Equal Learning Opportunities Program

Resource Series Summary

1. Research Rationale, Title IX and Behavior Checklists
2. Elementary Level Strategies
3. Junior High Strategies
4. Senior High Strategies
5. Resources for Social Studies
6. Resources for English
7. Resources for Health, PE, Athletics
8. Resources for Homemaking
9. Counselor Manual
10. Library Resources, Bibliographies
11. Media Menu
12. Men's Liberation: Now It's Our Turn!

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THE EMMA WILLARD TASK FORCE ON EDUCATION

SEXISM IN EDUCATION

Third Edition, Revised, August 26, 1973
(American women finally won the right
to vote on this day in 1920)

Third Edition, September 25, 1972
(Mercy Warren, poet, playwright, and historian was
born on this day in 1728)

Second Edition, February 23, 1972
(Emma Willard was born on this day in 1787)

First Edition, December 10, 1971
(Emily Dickinson was born on this day in 1830)

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Books may be purchased by contacting:

The Emma Willard Task Force on Education
Box No. 14229
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Telephone: 612-331-1616

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EDUCATIONAL PROPOSALS

February 1971

History

Study of women's suffrage as a legitimate reform movement, not a freakish appendage to male dominated history.

Addition of women to history texts. The Grimke sisters and Sojourner Truth should be as well-known as William Lloyd Garrison and Frederick Douglass.

More emphasis on "domestic" or "cultural" history and less on military and political history. (Women have lived and acted and made an impact on history, though not on the battlefield or in Congress.)

Study of practices, laws, and institutions that have kept women in an inferior position, and women's attempts to overcome them.

Study of prehistoric societies that is uncolored by our current sexist biases. (Women should be credited with developing agriculture in some societies.)

More study of non-Western and pre-Classical Greek and pre-Judaic societies that give examples of sex roles very different from our own.

Anthropological investigations of the development of male supremacy.

Literature

Investigation of literature for evidence of a misogynistic tradition.

Discussion of the characterization of women (and men) in literary works — do they seem real or stereotyped?

Discussion of feminist literature — past and present.

Addition to reading lists of literature written by women, as literature, not as "women's books".

Addition to reading lists of books which portray women as complete, mature, intelligent human beings.

Sex Education

Discussion of girls' and boys' attitudes toward their own sex and each other.

Critical discussion of dating mores and the concept of women's role that underlies them.

An end to double standard moralizing.

Information on birth control.

Discussion of marriage, its role in our society, and the student's personal expectations.

Discussion of present family roles and the division of labor — is it fair?

Discussion of other forms of family (or non-familial) organization, besides the nuclear family.

An end to Freudian bias in assumptions about female sexuality (women's passive nature, etc.)

Current Events

Rational, knowledgeable discussion of the women's liberation movement.

Discussion of legal changes that affect women.

Sociology

Discussion of sexism and its effect on people.

Study of sex-role socialization processes.

Discussion of women's liberation and its opponents — why do people take the stands they do?

Discussion of students' own attitudes about "proper" behavior for males and females.

An end to generalizations about man's nature, behavior, etc., that assume that the norm is male.

Vocational Guidance

Discussion of career goals in light of sex-role expectations — why don't girls have higher aspirations?

Discussion of marriage as a career in itself.

Investigation of the employment structure for obstacles that keep women from functioning fully within it.

Fair and impartial college and job counseling.

Elimination of vocational interest and aptitude tests that use separate criteria for boys and girls.

Elimination of restrictions and inhibitions that keep members of one sex from enrolling in a course. (Girls do not have to be exceptionally bright to survive a physics course.)

Instruction in legal rights, how to recognize discrimination, how to file a complaint.

Home Economics and Industrial Arts

Elimination of all sex based course requirements.

Open access to home ec and shop electives for both sexes.

Institution of a course in basic skills for survival — simple cooking, household maintenance, auto mechanics. This should be a continuous program, beginning in the primary grades.

Physical Education

An athletic program for girls equal to that for boys, plus mixed programs where feasible and desired.

Training in self-defense for women, with advice on what to do in case of attack.

Educational Materials

Use of textbooks and other materials that picture both sexes in a variety of roles and life-styles. (Math problems often feature boys building things or driving cars, while girls cook and buy apples at the store.)

Educational Personnel

In-service training courses for all educational personnel that examine sexist attitudes and practices.

Eliminate sexist attitudes, materials, and practices in teacher and counselor training.

Human relations programs (courses set up to meet the Edu. 521 regulation) that are non-sexist and that include sexism as a human relations concern.

THAT

- 51% of the total population is female, and 53% of the total electorate is female, yet women have minority status.
- that Broverman, in a study, asked mental health practitioners (psychologists, social workers, etc.) to describe a mature, well-adjusted man, a mature, well-adjusted woman, and a mature, well-adjusted person. The descriptions for man and person coincided; however, the description of the well-adjusted woman showed her as:

| | |
|------------------------|------------------------------------|
| more submissive | less aggressive |
| less independent | less competitive |
| less adventurous | more emotional, excitable and vain |
| more easily influenced | |

WORKING WOMEN:

- 40% of all working women are single, divorced, widowed, separated or deserted. They are working out of necessity.
- of the female parents whose children are between 6 and 17 years of age, 62% of the black women and 50% of the white women are in the labor force.
- women workers are concentrated in low-paying dead-end jobs. As a result, the average woman worker earns less than three-fifths of what a man does, when both work full time year round.
- the wage gap between men and women has been increasing for 25 years.
- half of all working women earn less than \$3700 (the poverty level is \$3300).
- the unemployment rate for women is high and still climbing. The first quarter of 1971 it was 5.3% for all white women over 20 and 8.3% for black women. The rate for white men was 4% and black men, 6.7%.
- in England, where wage scales are lower than in the U.S., a housewife is worth \$177 a week or \$9204 yearly.
- FAA statistics show that there are 30,000 women pilots in the U.S. More than 150 women are licensed to fly helicopters and 86 women are rated to fly commercial passenger planes.

TAKE NOTE:

- the only legal right shared by all women under the Constitution is the right to vote (won, not given, in 1920).
- in the U.S., there are 1,000 individual state laws that discriminate according to sex. In one state a woman's clothes legally belong to her husband.
- the Equal Rights Amendment finally passed the U.S. Congress in 1972 after a 49 year struggle and is waiting for states' ratification. Final enactment will occur after ratification by a minimum of 38 states.
- throughout history men have made the laws; women have lived by them.

IN THE PROFESSIONS:

- only 7% of physicians are women -- only 3% of lawyers -- 1% of Federal judges -- 4% of full professors -- 7% of scientists -- 1% of engineers -- 2% of business executives -- 4% of top Federal civil servants -- 3% in U.S. Congress.

EDUCATION:

- women with college degrees earn less than male high school dropouts.
- the average woman worker is as well educated as the average man worker. Women have completed 12.5 years and men 12.4 years of school.
- teachers punish male children by making them sit with the girls when they misbehave.
- when female students are asked which sex they prefer to be, more than half wish they were boys (the reverse situation is rare).

PARENT CONCERNS:

- only 12% of the children who need day care receive it from licensed centers and homes.
- that the Minnesota Welfare Department's living allotment schedules differentiate between food (nourishment?) needs of males and females. Females beginning at age 10 have less money for food needs.

MISCELLANEOUS:

- marriages ending in separation or divorce were almost 10% of all married women in 1970.
- stockbrokers like to say that 51% of the shareholders in the country are women. But the holdings of women are so small that they actually own less than 18% of all shares.
- medical abortions are 8 times less dangerous than childbirth.
- it is believed that women are -- emotional -- irresponsible
 - more willing to stand boring details -- inferior in intelligence
 - incapable of genius -- childlike -- sexually threatening
 - all right in their place -- happy to stay in their place -- wily
 - intuitive -- proud of outwitting their menfolk -- illogical -- unable to take pressure -- etc. -- etc.
- men compliment women by saying "you think like a man." (Would a white person compliment a minority by saying "you think like a white person"?)
- in the federal government's job code (which rates occupations for complexity), the occupations of foster mothers, child care attendants, home health aides, nursery school aides and housemaids are rated below dog trainer, hotel clerk, and barber.

Data has been gathered by members of the Emma Willard Task Force on Education. If you have any questions about any of the items please contact us for a list of sources.

* * * *

Mount Athos (Greek peninsula), which houses 20 Orthodox monasteries, has since the 11th century banned all women and even female animals from their territory which is dedicated to purity in the name of the Virgin Mary.

-- from National Catholic Reporter,
August 27, 1971, p. 10

* * * *

Wilma Scott Heide addressing DuPont's Board of Directors on the matter of their charitable contributions:

"Can this Board of Directors, acting with corporate responsibility be unaware and/or uncaring that these (United Fund) funds support Boys Clubs but not Girls Clubs, that an average of twice as much is allotted for Boy Scouts as Girl Scouts, same for YMCA over YWCA even though the latter try to serve more people? Or that impoverished, mostly women and their dependent children, are frequently not served at all? Is DuPont acting responsibly by omission or commission to passively perpetuate such gross misogyny?"

FREQUENTLY ASKED QUESTIONS AND ANSWERS
WOMEN'S LIBERATION (1969-72)
(TIMES CHANGE — WE HOPE!)

WHY DO YOU WANT TO BE MEN?

Men assume that women want to imitate them, which is what white people have assumed about blacks.

We don't. Simone de Beauvoir writes in The Second Sex: "Man is defined as a human being and woman is defined as a female. Whenever she tries to behave as a human being, she is accused of trying to emulate the male."

WHY DO YOU HATE MEN?

Who hates who? Men's contempt for women is so respectable, we give it a fancy Greek name, misogyny. But when women show a little honest anger and resentment, we are accused of plain, old, undisguised, Anglo-Saxon man-hating.

I DON'T UNDERSTAND THIS BRA-BURNING BUSINESS.

Neither do we. We don't understand why the media have been so obsessed with one isolated bit of guerrilla theater. Bra-burning is a mythical term created in Fall 1968, by ignorant male headline writers who mistakenly assumed that forthcoming female demonstrations at the Miss America pageant would imitate male pyrotechnics (draft-card burning), although the women merely dumped their bras into Freedom Trash Cans along with other items. Bra-burning is not a requirement for membership in women's liberation groups.

MOST WOMEN DON'T WANT TO DIG DITCHES AND DRIVE BULLDOZERS.

Neither do most men. But maybe some women do. Why should we stop them?

BUT YOU MUST REALIZE THAT THERE ARE DIFFERENCES BETWEEN MEN AND WOMEN.

That's obvious. There are also differences between black people and white people. It's what we make of those differences that concerns us.

MALE SUPREMACY IS THE NATURAL ORDER OF THINGS. THROUGHOUT THE ANIMAL WORLD, THE MALE IS THE DOMINANT ONE.

Let's consider the case of the spider. After intercourse, she bites off his head.

WOMEN'S LIBERATION JUST ISN'T THAT IMPORTANT. ANYWAY, THIS IS THE YEAR FOR INDIANS.

It will be awfully slow going if we treat each symptom one-by-one without attacking the illness: the tendency of one physical group to exercise dominance over another physical group by emphasizing differences between them and making assumptions and drawing stereotypes on the basis of those differences. Send a group of white, Protestant, upper class men to a desert island and they'll pick on the guy with the lisp — or the fat one with glasses (look what happened to Piggy in Lord of the Flies).

YOU SAY YOU WANT TO BE EQUAL TO MEN. WELL (cagey smile) . . . DO YOU WANT TO BE DRAFTED?

If anybody is going to be drafted, yes. Women should be allowed equal access to all the functions of society, including everything from combat duty to decision-making in the Pentagon.

MY WIFE DOESN'T WANT TO BE LIBERATED.

She'd better not, anyway, huh?

WHY DO YOU PUT DOWN HOUSEWIVES?

The phrase "just a housewife" did not originate with us. Some housewives do very valuable work. They should be paid for it. We just don't believe that all women, by nature, are intended to keep house. Housework should be shared by everyone who contributes to the mess.

WHY DON'T YOU CALL IT "HUMAN LIBERATION"? THEN MAYBE MEN WOULDN'T FEEL SO THREATENED.

If the thought of women functioning as free, independent human beings is threatening to some men, maybe we have to threaten them a little and get them to examine their feelings. Although human liberation is what we are working toward, we don't want to adopt it as a euphemism to soften our approach or to disguise the fact that we live in a male-dominated society. Can you imagine changing "black power" to "human power"?

* * * *

"I do not refer to myself as a 'housewife' for the reason that I did not marry a house."

*Wilma Scott Heide
President of N.O.W.
(1971-)*

EXAMINING SEXIST ATTITUDES AND EXPECTATIONS OF TEACHERS

December 1971

I. BEHAVIOR

Do you excuse behavior in boys you would not tolerate in girls, because "boys will be boys" or vice-versa?

Language: Are boys expected to use more poor grammar, profanity, rough language and slang?

Personality: Are boys expected to be more independent, aggressive, boisterous and rough, while girls more dependent, snickering, whining?

II. ACADEMIC PERFORMANCE

How often do you have different expectations of students, based purely on sex roles?

Written Work: Are girls expected to have neat penmanship, correct grammar, etc., while boys don't have to meet this standard (after all, they won't be secretaries)?

Skills: Are girls expected to excel in verbal areas, while boys do well in Math and Science?

Creativity: Do you expect aggressive curiosity from boys, while girls do the "good" work -- don't question, just please the teacher?

III. SOCIALIZATION

How many times during the day do you refer to a student's sex? "Boys and Girls" "I want one boy and one girl to volunteer." How much joking do you do about girls' and boys' attitudes toward each other?

Do you tease third graders about having boy friends or girl friends?

Do you make sexist generalizations -- "Women can never make up their minds."

Manners: Are girls expected to be more mannerly and feminine (passive, sweet, dependent)?

Do you encourage boys to be chivalrous (stand or sit on floor if not enough chairs for the girls, carry chairs and other heavy objects for girls, etc)?

Do you have a double moral standard for boys and girls? Girls are more religious and moral; boys are loyal and ethical.

What is your attitude toward the unmarried pregnant girl?

Dress:

How often do you "size" up a student on the basis of physical appearance?

Are girls expected to conform to the latest styles, be neat in physical appearance and always modest? What is your reaction to girls who wear jeans, etc., and do not or cannot follow the fashion trends?

What is your reaction to boys who have long hair, beards, etc.?

Interests:

Do you expect girls to be interested in the home, family, and child care, while boys should enjoy sports and cars? How do you react to a student who crosses over the "barrier"?

IV. EXTRA CURRICULAR ACTIVITIES

Do you give equal notice and importance for academic achievement and sports?

Do boys and girls have an equal opportunity to participate in service and social projects? What is the basis for selection to participate in school activities such as cheerleaders, stage hands, audio-visual aids, hall monitors, etc.?

Do girls have an opportunity to compete with boys in athletic events or play in intramural and inter-scholastic games?

V. CLASSROOM/SCHOOL ORGANIZATION

Do you seat students in classes according to sex?

Do you compare students on the basis of sex?

Do you punish the boys by making them sit with the girls or vice versa?

Do you have sexist segregated Physical Education, Home Economics and Industrial Arts classes?

Are girls counseled and channeled into servile, passive "feminine" careers (nurses, secretaries) while boys are encouraged to enter the aggressive, dominant fields (doctor, executive)?

Are boys encouraged to play certain instruments in the orchestra or band, and girls play others?

This is intended to be a general guideline for teachers in analyzing their expectations of students. Comments, criticisms, recommendations would be greatly appreciated.

WE ARE WHAT WE ARE EXPECTED TO BE

(The following was written by an Indian woman in response to the article "A Black Woman Speaks of White Womanhood," which appeared in the July 31 issue of the Tribe.)

Dear Sister:

And I call you sister because you are a woman, not black, but a woman. If you were white I would call you sister. I am a woman first and an Indian second; but the most important thing is that we are all human beings.

The idea of white women turning to black men and black men turning to white women should be obvious — white women can't get any more suppressed than they are; and black and Indian men want the same luxury of having a docile slave like the white man has. The whole problem is too complicated to discuss here — it is much easier and more practical to talk about the political and economic part of it but it's the social part that is the root of the problem and it gets pretty hairy. White women being systematically brainwashed for 5000 years (and we know the effect of that) and beaten into believing they are inferior or subhuman together with being bombarded every day in a thousand ways (TV ads, magazine ads; look at the back cover of EBONY) — all tends to make all the myths about female inferiority seem true.

Indian women have only been under suppression for 300 or 400 years, ever since whiteness appeared on this continent. White women may turn to black men in the hopes (unconscious or conscious) that they will be treated equally (due to their common oppression). Many of them have a great disappointment; a few do not.

The majority of white women, because of their sub-human status, have come to need suffering. It is their only source of revenge through guilt or shaming the male. As you can see, these attitudes among the whites lead to a fucked-up sex life — male dominating — giving little chance of oneness. White women have come to hate themselves and a big percentage of black and Indian men who seek them out hate themselves and the white women they marry. I have seen white women beaten until they were demented by black and Indian men who probably would not beat an Indian or black woman to the same extent. Besides that, Indian and black women are not as docile as white women, only because they are relatively new to (whiteness's) patriarchal system.

All of us females are suffering from the same oppression no matter from which race we come. Indians and blacks cannot help but be affected by the white MAN — HIS law; HIS dress, HIS language, and HIS social way; and HIS social way is to oppress HER.

The white man has all kinds of contradictory terminology to fuck up women. Also all kinds of derogatory swear words that pertain to women but not one that pertains to males as a sex. For example: bastard, son-of-a-bitch, bitch, whore, cunt, slut, cocksucker, mutha-fuck, chick, broad, dumb broad, pussy — other words that pertain to either sex: shit, fuck, asshole, etc.

Men are psychologically affected by this rhetoric too; but the most damaging effect is to us women.

I would like to mention what the term "Black is beautiful" conjures up in my mind.

— —Black is Beautiful— —

Black men are beautiful like white men.

Black women, like white women, are not; because they have to use artificial means to attain beauty. (Cosmetics, shaving their hair, clothes that wear you instead of you wearing them.)

Besides that, it's easier for men to relate to you as an object if you make up and look like one. Make up and fashions are dehumanizing women and making men rich — (you will note that a majority of top fashion designers and hair stylists are men). And fashion changes constantly. I admit the term has been very good for the blacks as a race, but you can see how whiteness and other capitalists will use this to their advantage.

WOMEN ARE BEAUTIFUL TOO!! (In their natural state.)

A while back I went to the American Indian Movement office here in Minneapolis to do something to help our people. Well, I soon discovered that the Indian women (who once made all policies in traditional Indian culture) were now under suppression by their men and this seems to be true in the cities but not so much on the reservations.

Indian women working there had positions as secretaries. Indian women are not only exploited by their own men but by all races of men. White men use Indian women. Indian men use white women just like black men use white women. A black sister once told me (about six years ago) that she would never date a white man because they only want one thing (sex) and do not treat her as a dignified human being. Now that Indian and black men are gaining equal rights with white men, all women will get this treatment. Most men use most women. Some people argue that men are oppressed too — NO — the oppressor has the power to change — but no one gives up luxury easily — (especially the white man — his history is drenched in blood on account of his greed). We the victims have no way but to fight!!

Men have children too, but it is the women who are responsible for them. There are plenty of unwed mothers but no unwed fathers. A huge percentage of the working force are women and are heads of families but receive less pay for equal work. And only serving jobs are open and are socially acceptable for women — unless you are a token Indian or black (there we have an advantage and we better use it). Such jobs that are open for women are secretary, nurse, housekeeper, waitress, sales girl, etc. Many women have master and doctoral degrees but end up housewives, prostituting themselves to a man all their lives. Women who marry wealthy men are imprisoned more than poor women. All women are psychologically mutilated and suppressed since birth. Females get pink blankets, males blue blankets; females are told not to get dirty and to be coy,

(cont'd)

INDIAN WOMAN SPEAKS TO SISTERS (cont'd)

cute and passive; a doll, broom and iron are shoved in her hand and this is what she is told to identify with; while the little boy is told to be aggressive, strong, and is given a chemistry set and other toys to encourage his intellectual development. The little girl is told her whole life's ambition is to get married. (Under the law, once you are married, you become the property of your husband and in some states, like Texas, women can't own any property.)

Her whole identity is in her man — HIS job, HIS children, HIS name, etc. While his identity is not in her, but in himself, his job, or outside activities — he has his friends and his amusements — even his own restaurants.

The white woman has been conditioned to be sub-human, to be the dutiful slave and that's what many black and Indian men want. They want servants, not companions, because that would mean relating to each other as equal individuals and that is not whitey's game. But you said, "If we can't deal with each other as individuals, then it's ridiculous for us to try dealing with each other collectively."

The black and Indian man wants to be like and have the same rights as the white man. They too have heard and have been led to expect this to come with their freedom. The Indian and black power struggles are for the freedom of men, not women. Your brothers will not accept you or other black women unless those proud women slip back into the mindless pit of oppression they have fought so hard to escape from.

I know it hurts to hear this, it hurt me too, to realize to what extent the real Indian culture had been smashed, and how my brothers would use me as the white man has used his sisters. And I will not hold hands with my oppressors, the same who laugh at my oppression.

Try to mention "equality for women" — all men, hip, radical, conservative, white, black, brown, poor or rich — all react the same, they are against it!

THERE IS ONLY ONE REVOLUTION/EVOLUTION FOR ME, AND IT IS WOMEN'S LIBERATION. August 26, 1970, marked the 50th year women have had the vote in this country. And 50 years is not long.

It's time all sisters join hands and fight for their freedom. I might add women's liberation has been the most beautiful soul lifting thing that has ever happened to me, even though it's the only unacceptable equality movement! You get a lot of hassles.

I have tried to touch on some of the issues concerning women but there is much, much more.

I hope you join and help save yourself and your sisters before they are swallowed up by this system — you seem to care about your people and I hope that caring extends to all your sisters who, being women and being black, Indian, white or Jewish, are among the number one victims of the white males and other males who seem to be taking up the white man's way.

Help save your sisters so that one day all of us will walk in dignity; that is our birthright. Women united — free, cool, unashamed, toughminded, aggressive, undaunted are we in our used bodies and abused minds, we who hemorrhage every 28 days.

Potentially we hold more power because of our numbers — women's liberation is world wide and will be the greatest single force in Herstory!

Love and affection,
Your sister,
Judy Chosa

[reprinted from Twin Cities Female Liberation Newsletter, No. 18 (October 1970).]

* * * *

"Most black women in the movement have been expounding all their energies in 'liberating' black men (if you yourself are not free, how can you liberate someone else?) It is really disgusting to hear black women talk about giving men their manhood, or allowing them to get it. How can someone 'give' one something as personal as one's adulthood?"

— — Mary Ann Weathers in No More Fun and Games, a journal of female liberation. Quote is from Race Relations Reporter which is published twice a month by the Race Relations Information Center, Box 6156, Nashville, Tenn. 37212.

In the present social climate, parents, as a category, are one of the most villainized and one of the most glorified groups around. They are also agents of one of our society's basic social forms, namely, the nuclear family, which is highly valued in some circles and being questioned in others. They have heard the Freudians telling them how they have made indelible impressions on their children's entire characters by the time they are barely a year or two old. They have heard that the drug problem is somehow their fault because of their relationship with their children. On the other hand, they have heard how they inspire great expressions of ability in their children. They have heard about the significance of what has come to be called "apple pie". They are told that the nuclear family is the "backbone of America", its source of stability, and conversely that it is the "downfall of America", an antiquated social form.

Caught in the crossfire, many parents' reaction is to: do what they can to make some sense of that crossfire; recognize that however children are reared in future generations, they have some responsibilities and joys to consider right now; love their kids; do their best and hope!

And along comes sexism . . . Gulp . . . here we go again. Parents' roles, parents' child-rearing practices, parents' this and parents' that are again being called into question. The potential parents' need for a positive contribution is again being appealed to. If any parent's initial reaction is to say, "Oh, come on, I'm just plain tired of this whole gamut of stuff," this writer, as a parent subjected to the same pressures referred to in the foregoing paragraphs, could certainly understand why.

Yet, as a parent, this writer would like to urge those parents to quell their initial reactions and take a closer look at sexism for some very important reasons. It is something which directly affects the family as a unit and all of its members. It is something which we, as parents, are in a unique position to do something about directly within our families, and we can and should do something about it for the sake of all concerned. However, it is not enough to attempt to do something about it strictly within the family, for sexism is a social problem affecting all of our society's major institutions. One of these institutions that is of particular concern to parents is the school, and we can and should attempt to do something about it there as well.

Sexism in this context might be defined as the pre-determination of people's choices in life on the basis of sex, without regard to individual differences. Sexism places a higher value on male characteristics and values. Yet, even men in their "superior" position have a very hollow victory, for the very dichotomy prevents all concerned, even "superior" parties, from attaining full humanity.

Sexism in all its forms, from informal mores and attitudes to its more institutionalized expressions, is limiting and crippling, and it is so much a part of our culture, so pervasive, that it is sometimes scarcely recognized. When people do come face to face with it in society and in themselves, they can come to the frightening realization that they have UNWITTINGLY been affected by it themselves and practiced it in regard to those they love dearly, including their own children. This tends to either motivate people to try to do something about the situation, or to repress that realization with a reactionary denial of the existence of sexism. This can lead to striking out at those who bring that realization to the surface.

How does this affect the family specifically?

First, there is a societal concept of a standard nuclear family — it consists of a father, mother, boy(s) and girl(s). The standard character of the extended family, because of increased urbanization, increased geographical mobility, etc., has tended to be in flux and somewhat obscured.

Second, any family or relationship other than this standard nuclear family is considered to be somehow "deviant," e.g., gay people, single people, childless couples, single parent families, families with all female children. Even those families at some point within the nuclear family standard are dated by the standard, e.g., pre-childrearing years, post-childrearing years. It is assumed all couples will have children and that if a couple has children, a woman is somehow "finished" when they grow up and leave home. One other significant characteristic of this nuclear family standard is that it is quite distinctly a white, middle class standard. It is part of the syndrome which attributes certain problems of the black people in our country to the so-called matriarchal family, rather than to white racism.

Third, the standard consists of a dominant male with underlings, i.e., wife and children. This is, not so coincidentally, written into our legal system; if more people realized the rationale and content of family law, they would be quite shocked. Both male and female have set behavior norms and there are differential attitudes toward each. Further differentials are drawn in the socialization of male and female children, attitudes toward them and behavior norms for them. A few illustrations include: Father works outside of the home; mother stays home doing unpaid labor as housewife and taking primary responsibility for children. Fathers play with children, disciplining them on rare and important occasions; mothers work for children and keep them in line on a day-to-day basis. Fathers understand; mothers nag. Fathers decide; mothers obey. Boys are roughhoused with; girls are coo-cooed over and handled ever so delicately. (By the time a child is 18 months old, she/he has experienced a goodly amount of damaging

sexism.) Boys are given trucks and tools to play with; girls are given dolls and sewing cards. Boys are expected to control or deny certain of their feelings and not consider the feelings of others; girls are expected to express their feelings in certain set ways and to be more concerned about the feelings of others than their own, or even instead of their own. Boys are expected to be exuberant and explorative; girls are expected to be quiet and submissive. Boys are supposed to concentrate on what they do; girls are supposed to concentrate on how they look.

Fourth, this family form is a microcosm of the larger world; other institutions are also affected and make up corresponding microcosms, e.g., the educational system.

Like other forms of sexism, this standard is not consistent with reality. It is damaging to all it touches. Not only are female deviants from the standard punished, the female standard itself is negatively perceived. The "normal" girl or housewife and mother is considered by society to be inferior. Despite the fact that certain standard traits attributed to girls are valuable, desirable traits for all human beings, a negative value is placed on them because they are considered female, e.g., it is a grave insult to call a boy "sissy." Despite the fact that domestic work and child-rearing are valuable, useful skills, they are perceived of by society as secondary. Have you ever seen the advertisements for the newspaper called The National Observer, which urge women to subscribe so they have better things to talk about than babies and dishes? Or have you ever heard a woman describe herself in that particular tragically apologetic tone of voice only that phrase has, that she is "only a housewife?" Another important characteristic of this standard is its forced nature, especially for girls and women. Perhaps this can be most succinctly illustrated by asking "Is it all right to be a carpenter?" "Certainly not." Try substituting the words domestic worker for carpenter and girls for boys. The point is, no matter how valuable any single role is, fifty percent of the population should not be forced into any single role.

It is certainly possible and desirable to counter some of the damaging effects of sexism on both parents and children within our own families. While any family's own "prescription" will be unique to its own members' needs and personalities, life styles and values, it is something which bears looking at. Whether you live in a commune or a more conventional setting, this warrants examination. If you think things through and come out where you started, so be it. What is important is that the range of options is wide and once people grasp the general concept, they can and will want to work out their own solution. The message can be summarized in two important words: EXPAND OPTIONS!

As beautiful an experience as coping with sexism within the family can be, and as important as it can be, for we can experience some of our deepest and most intimate relationships there, this doesn't fully touch the world outside the home. One can literally get the feeling one is

living in two different worlds. This occurs because it is just plain impossible to achieve individual solutions to social problems. Then "zap" the other world hits you square in the face. This is most likely to happen to your children at school. If children have the undergirding of a positive non sexist home environment, they are better able to combat sexism in the schools. The question is, should they have to attempt to cope on an individual level with a problem which is essentially social in character?

The American school system is one of the most sexist institutions around and one of the most important. Even a perfunctory glance at it reveals sexism running rampant from nursery school on up. Textbooks are sexist. Elementary readers are of particular significance because all children are exposed to them in depth, and the picture of both girls and women in them is exceedingly negative. Everything from math problems to history content is sexist. Math problems picture people in sexually stereotyped activities; history content omits female accomplishments or presents them as exceptions. Surprisingly early, boys and girls are separated for physical education and hygiene, and all reports yet published indicate a preferential treatment for boys and nearly total neglect of girls. Teachers' attitudes are sexist; consider girls sitting and watching, learning to be little ladies who enjoy being waited on, while boys, at the request of a teacher, change the seating arrangement.

Budgets are sexist, one particularly gross example is that of athletic appropriations. Staffing is sexist. Children get almost no, or very temporary, male role models in elementary education. The pecking order dictates that men don't teach there, for long at least, and they are strange if they do. Male elementary teachers are assumed to be headed for a promotion to school administration. There is a dearth of female administrators on every level, particularly in secondary schools, vocational schools and colleges. Counseling is sexist. Children are pressured into sexually appropriate occupations and forced to adjust in a sexually "appropriate" way regardless of their own interests, abilities or personalities. Vocational education is sexist. Courses are technically open to all, yet catalogs with photographs show all students in sexually stereotyped occupations, e.g., females as secretaries, males as electricians. The schools' attitude toward and treatment of parents is sexist. Notice differential treatments if mother, father, or both together go to the school about a problem. Study after study demonstrates the presence of sexism in the schools, demonstrates its limiting and damaging effect, and describes the life-long burdens placed on children as a result of it.

One infuriating aspect of this is that our hard-earned tax dollars are going to support an educational system which is hurting our own children. Textbooks for example, must be approved by state officials in most states. They are bought with state money; they are used in state schools attended under state compulsion and they are presented to the children within the context of authority, the class-

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FROM A PARENT'S PERSPECTIVE (cont'd)

room. We are paying the staff, building the schools, buying the equipment and all the rest of it that aid and abet this whole mess.

But of course, more important than the money is what this is doing to the children. This matters to parents even more. As a parent, the thought of those we love so dearly, live with so intimately, being limited, damaged and channeled in the schools they attend goes very deep. And we have let it happen largely because we have been unaware of it and in no position to do anything about it. Why we were unaware of it earlier is a complex question relating to the upsurges and declines in levels of awareness regarding human rights, including those of women.

Why we were in no position to do anything about it earlier in turn must be viewed in this context, but also has something to do with the role of the parent in relation to the schools. Parents often don't seem to have a whole lot to say about children's education. Like a lot of other tasks, this is deferred to the "professionals". Non-professionals are thereafter frequently in awe of the pros and/or not taken seriously by them. It has occurred to this writer that there are two not ordinarily acknowledged reasons underlying this. First, parents are not a homogeneous glob. Therefore, their voice is not a single one. Parents concurring with current school policies are supported by school representatives; they "appreciate" what the schools are trying to do. Those who don't concur, for whatever reasons, are either not speaking out, or are pacified unless their voices cannot be squelched due to their strength, and they must be dealt with. Second, parents are one of the few identifiable groups which are at least 50 percent female, and females do not have to be taken seriously.

Now both of these situations are changing. We need be unaware of sexism in education no longer and we need be without a voice no longer. If the public did not want sexism in the schools and expressed this desire, it could be combatted.

To stimulate your thinking, enclosed are some questions for families regarding the home and suggestions for families regarding the school and community. Your ideas would also be appreciated. Let's get to work!

Some Questions for Families Re: The Home

Perhaps the most appropriate first question for consideration is simply:

If someone's situation does not meet the nuclear family standard, do you think of them as automatically bad or some kind of freak, e.g., single parent homes, childless couples?

But, for purposes of comparison with the foregoing paragraphs, let us assume a family standard in composition and physical living arrangements. The reader can adjust these questions to various other situations. All questions are of necessity illustrative rather than intended as a complete check list. The act of answering these and other questions can help to open a pathway for coping with the problem of sexism in primary relationships.

How are you handling economic input? Do you feel if a wife is employed outside the home, this makes the husband a failure (because she needs to work) or her a monster (because she wants to)? Do you decide democratically and equitably how monies earned are to be spent? What about children's earning? Are they learning to be a part of the decision-making process in this and other respects appropriate to their maturity? If a wife is not employed outside the home, is she paid by her husband for her services to the family, and for volunteer work in the community, or is she considered to be on a "dole"? When there is a limited amount of funds to work with, is its use decided in a rational manner, appropriate to the people involved, or are the choices automatic, whereby the male's needs and desires or chores are paid for first, the residue passing to other family members?

How are you handling household tasks? Do you share and rotate the nitty-gritty of day-to-day living? Do you feel this could lead to less boredom with tasks, a fully self-sufficient person and a fuller understanding and closer relationship of family members? Have you considered all clearing the table together after dinner and doing something else you enjoy together after that? Do you feel it is very important that all people have a survival kit? Should your girls know how to fix a lamp or change a tire; should your boys know how to cook or sew on a button? Are you dealing with this and other ramifications of the possibility they won't necessarily end up in neat little pairs with someone to do the "other half" of the things for them (though such an approach has both immediate benefits and preparations-for-living benefits for children)? Have you considered cooperating with other families in major household maintenance or baby-sitting services, like the old fashioned quilting bee or barn raising with all ages and sexes participating? Could it make big jobs smaller, more fun and cheaper?

How do you treat your children? Do you try to live vicariously through your children? Are you disappointed if you have all female children because there is no one to carry on the family name or be a football hero for Dad's sake? Is it "a waste" if your daughter is bright? How are you handling children's toy selection? Are you making sex-oriented choices, or are you offering a wide selection and letting the child explore? Do you realize toys are extremely important learning devices, that children's "work" is their play? How do you feel about a son who is interested in music? Is it only "O.K." if he demonstrates his masculinity by being a football player too? How do you feel about a "tomboy girl"? Is it only "O.K." until she grows out of it? Do you directly or indirectly pressure your children into traditionally appropriate occupations? If your daughter dreams of being a doctor, do you encourage her to be a nurse? If your son dreams of being an artist, do you encourage him to be an architect? If your daughter dreams of being a plumber, or your son dreams of being a beautician, do you just plain stare at them in disbelief hoping that it will pass? Do you teach your daughter to be devious to achieve her aims? Do you teach your son to

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repress feelings of fear and never cry? Do you ever take your daughter fishing? Does your son ever wrap his birthday present to grandma?

Have you actually discussed sexism, including sexism in education, with your children such that they are aware of it and better able to cope with it at school and elsewhere? How would you handle a situation where a child indicated an interest in taking a school subject or participating in a school or community activity traditionally just for girls or boys? Have you made available materials which present open and varied role models? Have you talked about people you know personally, or who are currently living and known to the general public, who are not in sex stereotyped roles from this standpoint?

All of these questions have a common thread. How can a family create a way of living together and relating to one another and to society that respects the dignity and rights of its members, fairly distributes responsibilities among members and helps to promote the attainment of full self-actualization for members?

Some Suggestions for Families Re: The School and Community

Note. The social action approach pursued as a consequence of one's feelings about sexism will tend to be consistent with the individual's basic life style, personal needs, political perspective, etc. These suggestions were presented to a group for which the approach outlined was appropriate. As with the preceding intimate relationship questions, once the concept is grasped it is possible to adjust an approach to various situations. What is significant is that the understanding of sexism can and should affect both awareness and action in all facets of life — personal and societal.

When possible, get together as a group. ACT.

1. Review the sexist bias of books which are used in the classroom.
2. Complain about offensive readers to publishers, teachers, the school principal, the school board, the official state-wide purchasing agent, your friends and neighbors.

3. Encourage teachers to supplement damaging materials with materials that counteract injurious ones. Suggest teaching with poor materials in terms of their being exemplary, discussing faults in them with students.
4. Examine programs, e.g., physical education, hygiene.
5. Examine extracurricular activities both in the school and elsewhere in the community for openness and equity.
6. Discuss teachers' and staff's attitudes and practices with them. Encourage healthy attitudes and practices. Let the school know you will support them in this.
7. Inform yourselves about research done in the field.
8. Suggest that teachers and staff consider this in terms of both teachers and staff, (e.g., hiring, promotions), and teaching, administration, counseling, etc. (e.g., materials, practices, attitudes) at their professional meetings and groups.
9. Work toward balance changes in staff, e.g., women in administrative positions, men in elementary teaching.
10. Work toward a balanced school board; is there a representation of females/males consistent with the constituency from which it is drawn?
11. Examine your own attitudes and practices in the community (e.g., Are you discriminating at your place of employment? Can you accept a qualified woman candidate for public office?).
12. Support legislation and candidates directed toward change. In Minnesota we have a law banning discrimination on the basis of sex in employment; other areas, for example, housing, public accommodations are not presently included. Support adequate funding of existing agencies which handle complaints, etc. (e.g., Division of Women's Affairs, Minnesota Department of Human Rights).
13. Inform yourself on such things as allowable tax deductions for working parents. Know what your rights and recourses are in the employment area in the event of difficulty, not only in terms of its potential application to your own employment, but that of other family members and co-workers.
14. Support citizen groups working in this area.

— by Sherry Lurth

* * * *

"When all those lovely male politicians who are now rushing around running for office all over the country, recognizing that women's power is growing all the time, are making all of their overtures to us, we are being very reluctant to being pursued, to be wooed and indeed to be married. We are playing a game that has been traditionally a man's game; we are playing the field!"

— Aileen Hernandez
Chair-one, NOW
National Advisory Committee

CHECKLIST FOR ANALYZING
A SCHOOL LIBRARY

Yes No

- | | | | |
|-----|-----|-----|---|
| ___ | ___ | 1. | Books and/or library sections are not designated as <i>for girls</i> or <i>for boys</i> . |
| ___ | ___ | 2. | The library includes materials which discuss psychology, sociology, economics, political science, and history from feminist viewpoints. |
| ___ | ___ | 3. | The library includes a significant number of biographies and autobiographies by and about women. |
| ___ | ___ | 4. | The library includes materials which portray women favorably in roles other than wife, mother, and homemaker, or other traditional female occupations. |
| ___ | ___ | 5. | Library displays include feminist subjects. |
| ___ | ___ | 6. | Library displays depict women favorably in roles other than wife, mother, and homemaker, or other traditional female occupations. |
| ___ | ___ | 7. | Procedures and criteria for selecting library materials include evaluation for sexism. |
| ___ | ___ | 8. | The library subscribes to and makes readily available feminist periodicals and publications. |
| ___ | ___ | 9. | Materials on career choices offer a wide variety of options for both girls and boys. They do not suggest that certain careers are <i>for girls</i> and others <i>for boys</i> . |
| ___ | ___ | 10. | A brief examination of selected items in the library indicates that they meet the standards for nonsexist instructional materials. |

Developed by the State Dept of Education, Harrisburg, Pennsylvania; distributed by the Equal Learning Opportunities Program, OSPI, State Capitol, Helena, Mt, 59601; 1-800-332-3402.

ALTERNATIVES TO SEXIST LANGUAGE

September 1972

| <u>Sexist</u> | <u>Better or Non-Sexist</u> |
|---|--|
| man | person human being people women and men |
| manpower man-made | human energy manufactured made by men and women |
| forefathers or fathers | precursors ancestors forepersons |
| brotherhood | amity unity community the community of people |
| Miss Mrs Mrs Jack Jones | Ms Ms Mary Jones Mary Jones |
| airman, fireman, etc. | airperson, fireperson, salesperson |
| chairman | chairperson |
| lady girl (as synonym for adult female) the little woman the weaker sex little old lady | woman person individual |
| authoress, aviatrix, heiress | author, aviator, heir (don't need an "ess" ending) |
| lady lawyer, lady doctor | lawyer, doctor |
| man and his world | people and their world |
| mankind | humankind |
| the farmer and his wife | the farmers, the farming couple |
| Ted Johnson and his wife | Mary and Ted Johnson (or reverse) or Mary Jones and Ted Johnson (or reverse) |
| the office girl | the secretary the woman in the office Mary or Ms. Jones the clerical staff person |
| mailman | mail person mail carrier |
| chick, broad, babe | woman, person |

(cont'd)

ALTERNATIVES TO SEXIST LANGUAGE (cont'd)

Sexist

"Mrs. Mary Kyle, wife of Earle Kyle and editor-publisher of the Twin Cities Courier"

spinster, old maid

directed by the wife of Mao-Tse Tung

DFL ladies

manhood

proving his manliness

women's lib

women's libbers

libbers

dame

gal

the lovely, vivacious Mrs. Gandhi

Doris Lessing is an excellent British woman novelist

Amelia Earhart did what few people — men or women — could do

Everybody did his work

The student . . . he

Better or Non-Sexist

"Ms. Mary Kyle (or Mary Kyle), editor-publisher of the Twin Cities Courier"

woman or unmarried woman

directed by Chiang Ching, wife of Mao-Tse Tung

DFL women (ladies is a value-laden word)

personhood

proving his humanness

women's liberation, feminist movement

women's liberationists, feminists

women in the women's movement

woman, person, individual (or her name)

woman, person, individual (or her name)

Ms. Gandhi

Doris Lessing is an excellent British novelist

Amelia Earhart did what few people could do

Everybody did his/her (or her/his work)

Everybody did their work

(Equality outweighs grammar)

The student . . . he/she (or she/he)

CONSCIOUSNESS-RAISING IN THE CLASSROOM

Some Games, Projects, Discussion-Openers, etc.

Revised September 1972

1. Have the girls complete either or both "I would (would not) like to be a man because . . ." For the boys, substitute "woman". This should indicate what the students see as the privileges and burdens of each sex, and how they perceive the division of roles.
2. An alternate phrasing of the above — "If I were a boy (girl), I would (like to) . . ." Do the students feel that they can't do or become these things given their actual sex. For instance, if a girl says, "If I were a boy, I would climb trees and play baseball", she should be asked if she does climb trees and play baseball, why not if she doesn't, would she like to, what makes her think she can't.
3. Cut out pictures of people of various facial types and have students each describe one and speculate on what that person may be like. Do they react more favorably to women who fit the traditional concept of "feminine" and men who fit the traditional concept of "masculine"? How wide a range of fantasizing do they do about people of each sex? (E.g., in terms of occupations.) What aspects of personality and life-style do they concentrate on with each sex? (E.g., do they speculate on marital status and number of children more frequently with women than with men?)
4. Draw a series of stick figures (indistinguishable as to sex) holding objects or doing something (e.g., holding a broom, driving a van, holding a bat). Have the students make up stories about them.
5. Take the students on a discrimination trip, including a mock job interview, a men-only restaurant, a house-cleaning, an application for credit at a department store, etc.
6. Keep a running list of "ways I have benefited by being a male (or female) today." Or keep two parallel lists, plus and minus.
7. To illustrate how selective generalization works, give some facts about men and have the students generalize from them. For example: FACT: Men have a much higher incidence of heart disease than women. GEN: Employer to male job applicant: "I'm sorry but we just can't afford to hire a man for this job. You might have a heart attack and die." FACT: The male hormone testosterone is considered by many endocrinologists to be the cause of aggression. GEN: Men are always fighting and getting violent. They can't be trusted in positions of power.
8. Word association games — Have the students sit in a circle and have each, in turn, say a word or phrase that is used negatively about women (shrill, hysterical, hag, old maid). Then do the same for men (cocky, bastard, henpecked). How many of the male words are actually anti-woman? (E.g., bastard and son-of-a-bitch reflect on his mother; henpecked reflects on his wife.)
9. Role-reversal games — Conduct a marriage ceremony in which the mother gives away the groom, they're pronounced woman and husband, and become Mrs. and Mr. Jane Smith. Have students conduct interviews with prominent men, asking them for their favorite home repair techniques, how they combine marriage and career, what size suit they wear, how they manage to stay young and handsome. This should illustrate the absurdity of some of our conventions that keep men's and women's roles strictly defined.
10. "Today is my 80th birthday" — Have students look back at their lives since leaving high school. This should show their aspirations and expectations.
11. Cut out questions from Ann Landers, Dear Abby, and Ellen Peck that relate to female and male behavior and sex-roles and relationships between the sexes. Have the students write their own answers.
12. Set up a display of cosmetics, beauty equipment, etc., with labels explaining how each is used. If you can get away with it, have the boys put on make-up and discuss how it affects their self-perception. If the girls are at the make-up wearing age, have them discuss how they feel with and without make-up.
13. Allow each student 10 minutes to make a list of characteristics of women (or men). If they have difficulty, tell them to try thinking of one woman (or man) they know. Then divide them into small groups (3-5) and have them first read their lists, then say which characteristics on the list are true of themselves, then which characteristics they like. Then have the small group, as a team, select 10 items from the combined lists that they think are most important. It is essential that they agree on the meaning of each characteristic. Then have them rank the items from 1 to 10. Who is the person they have created? The ideal woman (or man)? The typical woman (or man)? Are the characteristics positive or negative? Try several variations: girls working on female characteristics and boys on male, vice-versa, both sexes working on the same sex, all-female and all-male small groups, mixed small groups. Have the teams compare their results.

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CONSCIOUSNESS-RAISING IN THE CLASSROOM (cont'd)

14. Have girls write on "What I like best about being a woman", "What I hate most about being a woman", "What I like most in men", "What I hate most in men."

Reverse for boys.

Compare and discuss the male and female likes and dislikes. Are they complementary, similar, dissimilar, etc?

15. List words and phrases referring to unmarried women. To unmarried men.

16. Have females pretend they are male and plan their future. Reverse for males.

17. Have female students pretend that marriage is not an alternative and plan their future.

18. Have students monitor TV ads, TV programs and comic strip characters for examples of sexism.

19. Have class line up in a straight line and tell them to pick their position on the basis of their importance. (DO NOT try to tell them what to judge importance on.)

What usually happens is that males are at the front of the line and the majority of females in the last half of the line.

20. Have males sit in a circle and the females sit in a circle around them.

Each female picks a male to observe his verbal and non-verbal communication. (They may not say anything while the males are talking.)

Pick one of the four for the males to discuss:

What they like about being male.

What they don't like about being male.

What they like about females.

What they don't like about females.

When the males are finished, each female gives her observations of what the male she was watching said (verbally) and did (non-verbal motions, etc.). The males may not say anything while the females are discussing them.

Reverse everything with the females in the center circle.

When that is finished (males have finished saying what the females said and did), have general discussion of how everyone felt, their reactions, etc.

21. Make up a collage or montage or simply draw what society considers to be the "ideal woman" and the "ideal man". Then students explain their ideal. (Include physical description, emotional characteristics, personality and mannerisms.)

The same thing can be done using their peers - "popular girl" or "popular boy".

22. Students can analyze nursery rhymes or children's stories which include women alone or both women and men (boys and girls). What is the role played by each person? What do they think this implies or suggests as to the way girls and boys see themselves?

23. Students can watch television "situation" shows concerning or including women. Analyze the role of the woman in that particular segment. Present to class, either by skit or report.

24. Rewrite "Love Is" according to women's liberation

25. Pick certain comic books and discuss the roles portrayed in them.

26. See "An Exercise in Logical Thinking" elsewhere in our book.

See "Women's Liberation Mini-Course" for more activities.

TEST YOURSELF

November 1970
Revised 1972

1. Women's liberation is:
 - a. a "hate men" movement
 - b. a Communist conspiracy
 - c. an imperialist plot
 - d. a human liberation movement, seeking to free men and women from stereotyped roles
 2. Women are ____ % of the labor force.
 - a. 15%
 - b. 30%
 - c. 40%
 - d. 60%
 - *3. In 1968 women's median earnings (full time workers) were ____% of the median earnings received by men.
 - a. 30%
 - b. 58%
 - c. 72%
 - d. 100%
 4. The first Equal Rights Amendment was introduced in Congress in _____ and every year since then, and passed in 1972.
 - a. 1923
 - b. 1935
 - c. 1948
 - d. 1967
 5. According to the Equal Rights Amendment supported by N.O.W. and other women's groups, women _____ equally subject to the draft with men.
 - a. would be
 - b. would not be
 6. The "Help Wanted" columns in the Minneapolis Tribune list jobs separately for men and women.
 - a. true
 - b. false
 7. In professional golf, top prize is \$60,000 for men. For women, it is:
 - a. \$6,000
 - b. \$15,000
 - c. \$50,000
 - d. \$60,000
 8. The words in most marriage ceremonies read, "I now pronounce you
 - a. husband and woman
 - b. man and wife
 - c. husband and wife
 - d. man and woman

On the basis of equality they would read, "I now pronounce you
 - a. husband and woman
 - b. man and wife
 - c. husband and wife
 - d. man and woman
 9. The gap between the median income of women and men has _____ in recent years.
 - a. remained the same
 - b. decreased
 - c. increased
 10. Of married working women, _____ have children under 18 years of age.
 - a. 1/3
 - b. 1/2
 - c. less than 15%
 11. In Social Security a wife who has worked for many years and contributed to Social Security may receive no larger benefit than if she never worked.
 - a. true
 - b. false
- *Figures regarding employment and income refer to full time workers, not part time or temporary workers.
Source: Department of Labor.

ANSWERS:

- | | | |
|------|----------|-------|
| 1. d | 5. a | 9. c |
| 2. c | 6. b | 10. b |
| 3. b | 7. a | 11. a |
| 4. a | 8. b & c | |

AMERICAN HISTORY TEST

December 1971

(Note: Some multiple choice questions have more than one answer.)

1. The women's suffrage amendment (19) was passed after:
 - a) A bunch of funny looking old spinsters in bloomers and blue stockings paraded around Washington with picket signs.
 - b) 100 years of continuous struggle and agitation by dedicated women.
 - c) A benevolent Congress decided it just wasn't fair to deny the vote to the fair sex.
2. "Sex" was added to the 1964 Civil Rights Act's provision against job discrimination after:
 - a) The female Representatives held their own hearings on sex discrimination.
 - b) A senile Dixie Congressman figured it would be a good joke to play on the Northern liberals.
 - c) 150 years of continuous struggle and agitation by dedicated women.
3. Who invented the cotton gin? (Eli Whitney doesn't count.)
4. Name all the women you can think of in American history. Now cross out the First Ladies. How many are left?
5. You don't read much about women in history books because:
 - a) Most historians are men.
 - b) Women have never done anything important.
 - c) Wars and political intrigues get more coverage than reform movements, domestic history, etc.
 - d) The women who might like to research women's history can't get into graduate school.
 - e) Now is the first time in history that women have had enough freedom to do anything significant.
6. The temperance movement included a lot of women because:
 - a) Married women, even with alcoholic husbands, had no legal right to manage family finances or property.
 - b) Women are more prudish than men.
 - c) Carrie Nation's saloon-chopping crusade really turned them on.
7. Who devised the Union strategy that ultimately won the Civil War? (Ulysses S. Grant doesn't count.)
8. Anne Hutchinson left Massachusetts and went to Rhode Island because:
 - a) She was in love with Roger Williams.
 - b) The climate would be good for her arthritis.
 - c) The church officials kicked her out because they didn't like uppity women.
9. Roger Williams:
 - a) Married Anne Hutchinson and lived happily ever after.
 - b) Appointed her chairman of the Ladies Aid.
 - c) Kicked her out of Rhode Island because he didn't like uppity women.
10. Who was Jane Addams:
 - a) Founder of the Women's International League for Peace and Freedom.
 - b) Founder of Hull House.
 - c) Author of books about immigrants.
 - d) A suffragist.
 - e) An activist in the labor movement.
 - f) One of the organizers of the Progressive Party.
 - g) A leader in the National Women's Trade Union League.

ANSWERS: (in case they aren't obvious)

1. b; 2. b; 3. Catherine Greene, a female friend of Eli Whitney who gave him the plans because women were unable to obtain patents; (see Occupations for Women by Frances Willard, Cooper Union, N.Y.: The Success Co., 1897.) 4. Try again after reading Eleanor Flexner, Century of Struggle; Anne Firor Scott's books, or whatever else you can find. 5. a,c,d. Answer e is a myth. Read Mary Beard, Woman as Force in History. (You may already know Mary Beard as Charles' wife.) 6. a; 7. Anna Ella Carroll, "the great, unrecognized member of Lincoln's cabinet." 8. c; 9. c; 10. All are correct.

CHECKLIST FOR ANALYZING BOOKS AND MEDIA MATERIALS FOR SEX-STEREOTYPING

Yes No

- ___ ___ 1. All members of the family participate regularly and equally in household chores.
- ___ ___ 2. There are favorable presentations of mothers employed outside of the home.
- ___ ___ 3. Women working outside of the home hold administrative and/or technical jobs. They are not all teachers, librarians, social workers, nurses or secretaries.
- ___ ___ 4. Fathers take an active and competent part in housekeeping and child-rearing and are depicted showing feelings of tenderness.
- ___ ___ 5. Girls and boys participate equally in physical activities.
- ___ ___ 6. Girls and boys participate equally in intellectual activities.
- ___ ___ 7. One-parent families are portrayed, and the portrayal does not suggest that children with a single parent automatically suffer from it.
- ___ ___ 8. Male and female characters respect each other as equals.
- ___ ___ 9. Girls and boys are both shown to be self-reliant, clever, and brave -- capable of facing their own problems and finding their own solutions.
- ___ ___ 10. Multiple-parent families (divorced, remarried) are portrayed and the portrayal does not suggest that such family conditions are automatically damaging to the children.
- ___ ___ 11. There are no unchallenged derogatory sex stereotyped characterizations, such as "*Boys make the best architects,*" or "*Girls are silly.*"
- ___ ___ 12. Both girls and boys are shown as having a wide range of sensibilities, feelings, and responses.
- ___ ___ 13. Both girls and boys have a wide variety of career options.
- ___ ___ 14. Adults who have chosen not to marry are portrayed favorably.
- ___ ___ 15. There are equal numbers of stories with girls and boys as central characters.
- ___ ___ 16. The male noun or pronoun (*mankind, he*) is not used to refer to all people.
- ___ ___ 17. Girls' accomplishments, not their clothing or features, are emphasized.
- ___ ___ 18. Clothing and appearance are not used to stereotype characters.
- ___ ___ 19. Non-human characters and their relationships are not personified in sex stereotypes (for example, depicting dogs as masculine, cats as feminine).
- ___ ___ 20. [For readers which incorporate biographies . . .]biographies of women in a variety of roles are included.

Developed by the State Dept of Education, Pennsylvania; distributed by the Equal Learning Opportunities Program, OSPI, Helena, MT.

This is intended as a teaching guide for a role-playing approach to vocational counseling. It should be used with flexibility. The students need not be limited to the options given here. We are not proposing an academic career as the ideal for females to aspire to, nor are the values implicit in Joan's choices the only ones allowed. We merely want to show what might happen to a woman who decides to combine an academic career and marriage. The students might try their own variations. What happens, for example, if Joan chooses not to be married and moves into a commune?

Another disclaimer: We are not accusing all counselors of being insensitive to their female students. But the examples of advice given have been reported to us by the victims. We are showing how female ambition might be and often is thwarted.

For factual background:

- Discrimination Against Women: House of Representatives hearings, 91st Congress. Available free from your Congressperson.
- Bernard, Jessie, Academic Women, Penn. State University, 1964.
- Bird, Caroline, Born Female, McKay, 1970.

Comments, criticisms, recommendations would be greatly appreciated.

I. CURRICULUM PLANNING

Paul and Joan are just entering high school. They go to different schools with similar educational programs. Let's assume they are equally intelligent. Both of them are very interested in science. Paul goes to his counselor to plan his program for the coming 3 years. He has taken the boys' section of a commonly-used vocational interest test and has been rated on a scale with the other boys in his class. The counselor notes his interest in science and suggests that he take a college-prep. program that includes advanced courses in physics, chemistry and math. Joan goes to her counselor, who looks over her scores on the vocational interest test. She has, of course, taken the girls' test, which has only a few questions on science and doesn't have a science rating on the interest scale. Joan tells the counselor that she enjoyed her 9th grade science class and that she would like a career in science. His response might be:

- a) Her vocational test shows that her main interest is literature, so she should concentrate on that and take a general chemistry course just for fun.
- b) She should take some general chemistry and consider becoming a nurse, but she should avoid physics because it's a rough course and not many girls like it.
- c) Shorthand, typing and business machines always come in handy for a girl who needs to find a job. Science courses wouldn't be very useful.

- d) He encourages her interest in science and suggests a college-prep. program, including advanced courses in chemistry, physics and math.

How should Joan react to the counselor's advice in each case?

OPTION A:

Joan takes only the required science courses, plus one additional chemistry course. Suppose she then wants to major in physics in college. Her college advisor might say:

- a) She can't choose a science major because she doesn't have the proper background.
- b) She can go ahead, but she is far behind the other physics majors. She will have to work extra hard and go to summer school to make up the basic requirements.
- c) She might be better off if she forgets this theoretical stuff and goes into something useful like nursing.

What does Joan do?

OPTION A-1:

She switches to a nursing school. STOP

OPTION A-2:

She majors in English. STOP

OPTION A-3:

She works at a normal pace, but gets poor grades and finally gets discouraged and quits. STOP

OPTION A-4:

She works extra hard, goes summers, loses sleep and risks her health, but she gets her degree. PROCEED TO III

OPTION B:

Joan takes a college-prep. program with emphasis on the physical sciences. PROCEED TO II

II. CAREER COUNSELING

Joan and Paul are seniors in high school and are starting to think seriously about their future plans. They have done equally well in school. Paul goes in to see his counselor. The counselor is pleased with Paul's record and promises to help him find a good college. He sees to it that Paul takes the proper achievement tests and he writes letters of recommendation. Paul applies to 5 schools, is accepted at 3 and decides to attend a small liberal arts college with an excellent science curriculum. Joan goes in to discuss her future plans with her counselor. His advice might be:

- a) With her strong interest in science, Joan should be a nurse.

(cont'd)

JOAN AND PAUL (cont'd)

- b) Teaching is a good job for a woman. She can find work wherever her husband is located, she can go back into it when the children are grown, and she will always have something to fall back on if her husband dies.
- c) If she really wants to go to college, she should go to _____, because it's close to home, but if she can think of someplace else she'd rather go, she should apply there.
- d) He helps her choose 5 colleges that are strong in science, tells her what tests she needs and when the deadlines are, and offers to write letters of recommendation.

What should Joan do?

OPTION A:

She goes into nursing. STOP

OPTION B:

She decides to be a teacher, even though she has no real desire to teach. She tries for several jobs but is not hired because the schools want men who can double as coaches. Finally she accepts a job that she's not really satisfied with. What then?

OPTION B-1:

She works for 3 years, but she doesn't enjoy it, so she gets married and quits. STOP

OPTION B-2:

She works on, doing what's expected of her, but feels that she's only a mediocre teacher. PROCEED TO VI

OPTION B-3:

She is determined to do well, so she works extra hard and comes up with some innovations. PROCEED TO VI

OPTION C:

Joan applies to the college of her choice, but is rejected. The reason, which is not disclosed, is that they have set a quota on females. Only 175 of the 500 spaces in the entering class are open to women. What does Joan do?

OPTION C-1:

She goes to the nearby state college, which is the only one still taking applications. PROCEED TO IV

OPTION C-2:

She enrolls in a one-year business school. STOP

OPTION C-3:

She takes a job as a file clerk. STOP

OPTION D:

At least one of the 5 colleges accepts her. She goes off to the same school Paul goes to and majors in physics. PROCEED TO III

III. MALE-FEMALE RELATIONSHIPS

Paul and Joan are both sophomore physics majors at _____ College. They get to know each other in a lab class and they start hanging around together. They seem to be about equally matched as far as intelligence goes, but one quarter Joan has a higher grade point average. How does Paul react to this?

- a) He is on edge and shows hostility whenever the subject of Joan's class work comes up.
- b) He comes right out and says that it's not right for a girl to compete with her boyfriend.
- c) He feels a little uncomfortable about going with a girl who can outdo him, but he realizes that he and Joan are two separate individuals, and that she is entitled to work at her own pace, regardless of what he does.

How should this affect Joan's behavior?

OPTION A:

The relationship suffers and Joan and Paul go their separate ways.

OPTION B:

Joan decides to hold herself back so Paul can get ahead. She doesn't speak as much in class. To soothe Paul's feelings, she does his laundry so he can spend more time studying. What then?

OPTION B-1:

Joan's grades drop and she is not admitted to graduate school. STOP

OPTION B-2:

She decides to marry Paul and get a job as a lab assistant until they have children. STOP

OPTION B-3:

She goes to graduate school but remains a step behind Paul. PROCEED TO IV

OPTION C:

Joan continues to work at her own pace. PROCEED TO IV

IV. GRADUATE SCHOOL

Paul and Joan get married after graduation. Both of them have applied to graduate school in physics. Paul is admitted without question, Joan is admitted only after

JOAN AND PAUL (cont'd)

assuring the department chairman that she is taking birth control pills. Paul gets a fellowship that covers his tuition, but Joan doesn't because the department doesn't give fellowships to married women. So Paul and Joan have an economic problem. How can they support themselves?

- a) Joan can postpone graduate school and work until Paul is finished.
- b) Paul can postpone graduate school and work until Joan is finished.
- c) Joan can get a 20 hour job and take more time for a degree.
- d) Paul can get a 20 hour job and take more time for a degree.
- e) Both of them can work 10 hours and summers and still manage their studies.

What does Joan do?

OPTION A:

She postpones graduate school and goes to work to support Paul. Paul takes longer than expected and finishes at 29. What then?

OPTION A-1:

Joan starts graduate school at age 28, 6 years after college, a little stale. PROCEED TO VI

OPTION A-2:

They decide they'd better have children before they're too old, so Joan postpones graduate school until she's 40 and very stale. STOP

OPTION A-3:

Joan decides that she's been out of school so long that she just can't start over. STOP

OPTION B:

Joan takes a 20 hour job. How does this affect her studies?

OPTION B-1:

With the job and the apartment, she hardly has time to do her course work, so she doesn't do very well. PROCEED TO V

OPTION B-2:

Joan works extra hard, stays up nights, and does reasonably well. PROCEED TO V

OPTION B-3:

Paul does the cooking and housekeeping so they both can find time to study. PROCEED TO V

OPTION C:

Joan and Paul both work 10 hours and summers and manage to make it through. Both of them do well in graduate school and finish about the same time. PROCEED TO V

V. FINDING A JOB

Paul and Joan are now looking for jobs. They apply at a number of places and have several interviews. They both want to do college or graduate level teaching. The results might be:

- a) Paul and Joan get job offers in widely-separated cities.

- b) Paul gets a job at a university with an anti-nepotism policy: they will not hire members of the same family, so there is no job for Joan.
- c) Paul gets a job at a university with an anti-nepotism policy. The department is impressed with Joan's record, so they offer to bypass the rule by hiring her as a lecturer, a low-paying, untenured position with no opportunity for advancement.
- d) Paul gets a job. Joan doesn't because the schools either do not hire women or they have "a woman" already.

What do they do?

OPTION A:

They go where Paul prefers to go. What does Joan do?

OPTION A-1:

She accepts the lecturer job. PROCEED TO VI

OPTION A-2:

She takes a researching job in industry, even though she would much rather teach. PROCEED TO VI

OPTION A-3:

She teaches an introductory physical science course at a nearby junior college, though she would prefer to specialize. PROCEED TO VI

OPTION A-4:

She has a baby. STOP

OPTION B:

They negotiate as a team and accept only jobs of equal status with equal pay. It's hard, but eventually they find satisfactory jobs. PROCEED TO VI

VI. RAISING CHILDREN

Paul and Joan have been working for 5 years. They are both content in their jobs, but they would also like to have children. Joan gets pregnant and arranges a 6 month maternity leave. When the baby is 5 months old, she is ready to return to work. Unfortunately she can't find a good babysitter and there are no public child care services available. What do they do?

- a) Joan quits her job and stays home to raise the child.
- b) Paul quits his job and stays home to raise the child.
- c) They both do their out-of-class work at home and take turns with the baby.
- d) Joan works part-time and leaves the baby with a sitter while she works.
- e) Paul works part-time.
- f) They both work part-time and take turns with the baby.
- g) They leave the baby with a sitter whom they are not very happy with.
- h) They leave the baby at a very good private nursery school-child care center, but the fees take up all of Joan's salary.

CONSCIOUSNESS RAZORS/VERNE MOBERG

1 Go to a playground in a park and watch some children. Pick one boy and imagine the rest of his life. Make a list of all the things people will tell him he shouldn't do because he's a boy. Then pick a girl and think about how she'll be spending her time from now on. Make a list of all the things everybody will tell her are illegal because she's a girl. Compare the lists. Get up and go over to the boy and girl and give them each a list; tell them it's all right to do all those things.

Walk home slowly, observing the adults who pass you by.

2 At 11 p.m. on the nineteenth day of every month think about what you've done all day. Next consider what you might have done that day if you had been a man (woman). By January 1 figure out what to do about this.

3 Ask the neighbor girl what she wants to be when she grows up. Then ask her what she would want to be *if she were a boy*. Find her brother and ask him what he wants to be when he grows up. Then ask him what he would want to be *if he were a girl*.

Later, mention to their parents what they said.

4 Force yourself to watch television for six hours. Write down every innuendo you see and hear that denigrates women. Translate all those into insults aimed at midgets. Ask yourself: Would midgets allow that? Would the FCC allow that? Would you allow that if you were a midget? If you weren't?

If these things offend you, telephone the TV station to let them know, since they say they are interested in public service.

5 Go to your nearest children's library and pick out twenty picture books at random. Page through them and count the number of aprons, checking to see who is wearing each one (males or females, both humans and animals). Go home and count the number of aprons you own. Ask your neighbors how many they own.

Spend time wondering who is drawing all those aprons, and why?

6 Ask your seven-year-old daughter (or somebody else's) to play this game with you. Just before Christmas, take her down to the toy department to a big department store and go along with her to visit Santa Claus. When she sits on Santa's knee and he inquires what she wants for Christmas, ask her (in advance) to say: "A set of building blocks and a chemistry set and an electric train and a fire engine." Watch the look on Santa's face. Next go to the toy department of a rival store and this time ask your daughter to tell Santa (as she's sitting on his knee and he asks what she wants): "A Barbie doll and a play kitchen and a toy vacuum sweeper." Check *this* Santa's face.

Afterwards, take your daughter out for an ice cream soda and ask her what she *really* wants for Christmas. Also ask her if she thinks that's right, that people should always get things just on Christmas, and usually only things they're *allowed* to get.

7 Call up your local school board and ask how many girls have won athletic scholarships over the past ten years? How many boys? If more boys than girls are winning these scholarships, ask if there are other scholarships available to girls, as compensation.

8 Some Saturday morning when everybody in your family has just had a good breakfast and is in a mellow mood, sit down together around the kitchen table and draw up a list of all the fights you have had over the past year (give each one a name and write that down in the first column on a piece of paper). Then write down, for each fight, who was the angriest (in the second column), what that person really wanted to get out of it (third column), how they expressed their anger (fourth column) and finally whether or not they got their way (fifth column).

Then figure out if one style of anger (crying, shouting, fist-pounding, name-calling, pouting, etc.) is more "efficient" in your family than any other. Do the males or the females in the family practice the "efficient" style of anger most frequently?

At this point somebody will accuse the person who drew up the lists of cheating. During the fight that follows, every member of the family should try to express her or his anger in the style that is most efficient for this particular family. The winner gets to make lunch.

9 Ask your kids to ask all their women teachers if they ever wanted to be school administrators.

SUGGESTED I.S. PROJECTS

(You may work with one other person)

Purpose: To discover elements in our culture which have contributed to the stereotyped roles of men and women.

1. Go to any newspaper or catalog (Sears, Wards, Penneys, etc.). Cut out pictures of toys, clothes or games for children. Note the descriptions or pictures or captions which segregate items for boys and girls. Rewrite the description which would make such items for all little people.

2. Tape a minimum of 5 radio or T.V. commercials which do one of the following:

Portray women's delight in housework.

Use women to sell certain objects.

Suggest that woman will have a "new life" if use product.

Show woman or man in traditional roles of Breadwinner and Housewife.

3. Present 3-4 commercials or skits portraying men in roles of women for housework, cosmetics, dating or the family roles.

4. Go through your friendly grocery shelves and note names of household products. Explain why you think such labels, names are used. Select your own names and make up a realistic commercial showing product's use.

5. Go through your record albums or listen to the radio and find current or past songs which portray women in traditional roles or portray women as inferior, second class citizens to men. Tape them or write down the words and explain your selections to the class.

6. Watch 3 television "situation" shows concerning or including women. Analyze the role of the woman in this particular segment. Present to class . . . either by skit or report.

7. Visit an elementary or nursery school. Observe and take notes of the activities being offered girls and boys; the distinctive way (if any) that boys and girls are handled by teacher. Interview the teacher on his or her attitudes toward equal education. Also, look at some of the readers used . . . check to see what roles women and men are seen in.

8. Analyze 5 nursery rhymes or children's stories which include women alone or both men and women (boys and girls). Write down the nursery rhymes or explain the descriptions, roles played by the girls and boys in the stories. What is the role played by each person? What do you think this implies or suggests as to the way boys and girls see themselves?

9. Make up a collage or montage or simply draw what society considers to be the "ideal woman" and the "ideal man". Then explain your montage, etc., . . . include:

Physical Description

Emotional Characteristics

Personality and Mannerisms

You may do the same thing . . . but instead use the idea for students your own age "popular girl" or "popular boy".

10. Write your own children's poems or stories showing men and women or boys and girls in roles or activities not based on sex.

11. Make a list of at least 10 verbal expressions . . . cliches or sayings which involve the traditional view of woman. Do the same for a man. Present this to the class by skit or through some visual presentation.

12. Interview teachers in Industrial Arts, Home Economics and Physical Education . . . find out why there are separate classes for boys and girls in the first two areas. Be sure they explain the purpose of each course . . . see why courses couldn't be combined into one course of basic skills necessary to survive today? What activities would you like to see offered? Make up a list.

Physical Education — find out:

What sports are offered to girls?

Why not have interscholastic sports for girls?

Compare with the opportunities open to boys.

What facilities for girls?

How much money spent for girls phy. ed. and sports?

Do coaches for girls get salaries?

13. Administer a questionnaire to test people's attitude on masculinity and femininity. This should be done by 4 people, so each of you could interview a minimum of 10 people. (Sampling should include a wide range of ages and occupations and different sex.) Compile data and report to class on findings.

14. Review the want ads (classified) in the Minneapolis Tribune, Star or Bloomington Sun. Make a list (and include the actual paper for proof) of the jobs which traditionally call for a woman and those which specify a man. Also . . . what jobs do not give any qualifications based on sex? (A good sampling should be 20-30 jobs.) Call up 3 employers who specify sex and ask the reasons. Include their answers in your report.

15. In the Periodical Room right off the Main Resource Center, books and current articles on the Women's Liberation movement have been shelved. Select two articles of your interest and write a short report telling about the main points of each article — your opinion. Report should be one page long . . . minimum for each article. Include name of magazine or book and date of publication.

16. Write a report on a famous woman in history (first ladies and movie stars don't count). Material in periodical room or library of own choice.

(cont'd)

WOMEN'S LIBERATION MINI COURSE (cont'd)

17. Go through newspapers and magazines, etc. Cut out and in a sentence or two summarize different roles, or field or occupation that women are now either involved in or trying to become involved in.
18. Research (using materials in periodical room or your own library) an area of your interest in Women's Liberation. (See me if you need ideas)
19. Write your own newspapers or poems or stories or advertisements depicting some of the views on the liberation movement.
20. Rewrite two fairy tales without discrimination.
21. Using Dear Abby, Ann Landers, or Ellen Peck "problems", rewrite answer according to equality for both sexes.
22. Keep a daily log of your classes when sexist attitudes, values are portrayed by teachers, peers, clubs, etc.
23. Rewrite Love Is according to Women's Liberation.

A. HISTORY TEST from Sexism in Education.

B. TEST YOURSELF from Sexism in Education

ADD YOUR OWN GAMES:

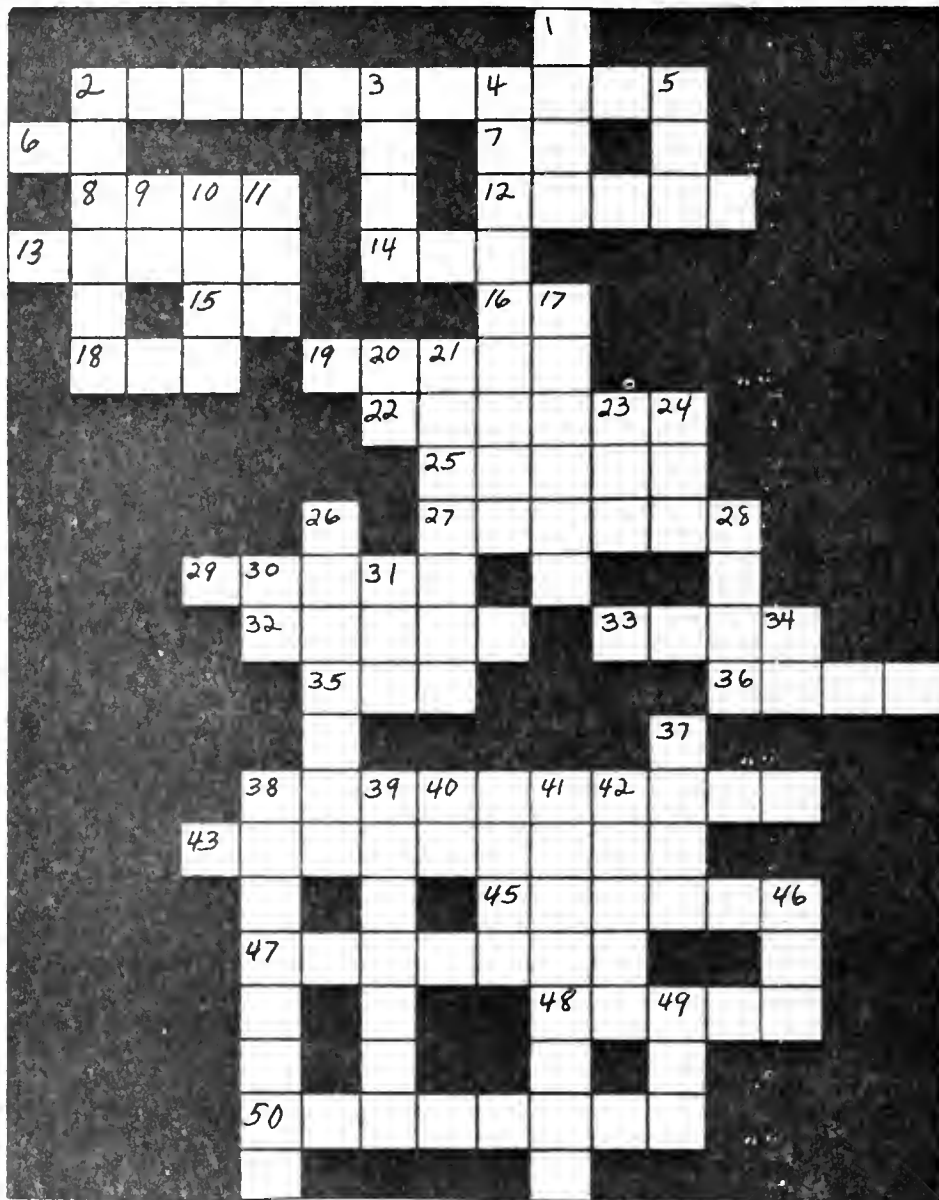
WOMEN'S LIBERATION CROSSWORD PUZZLE

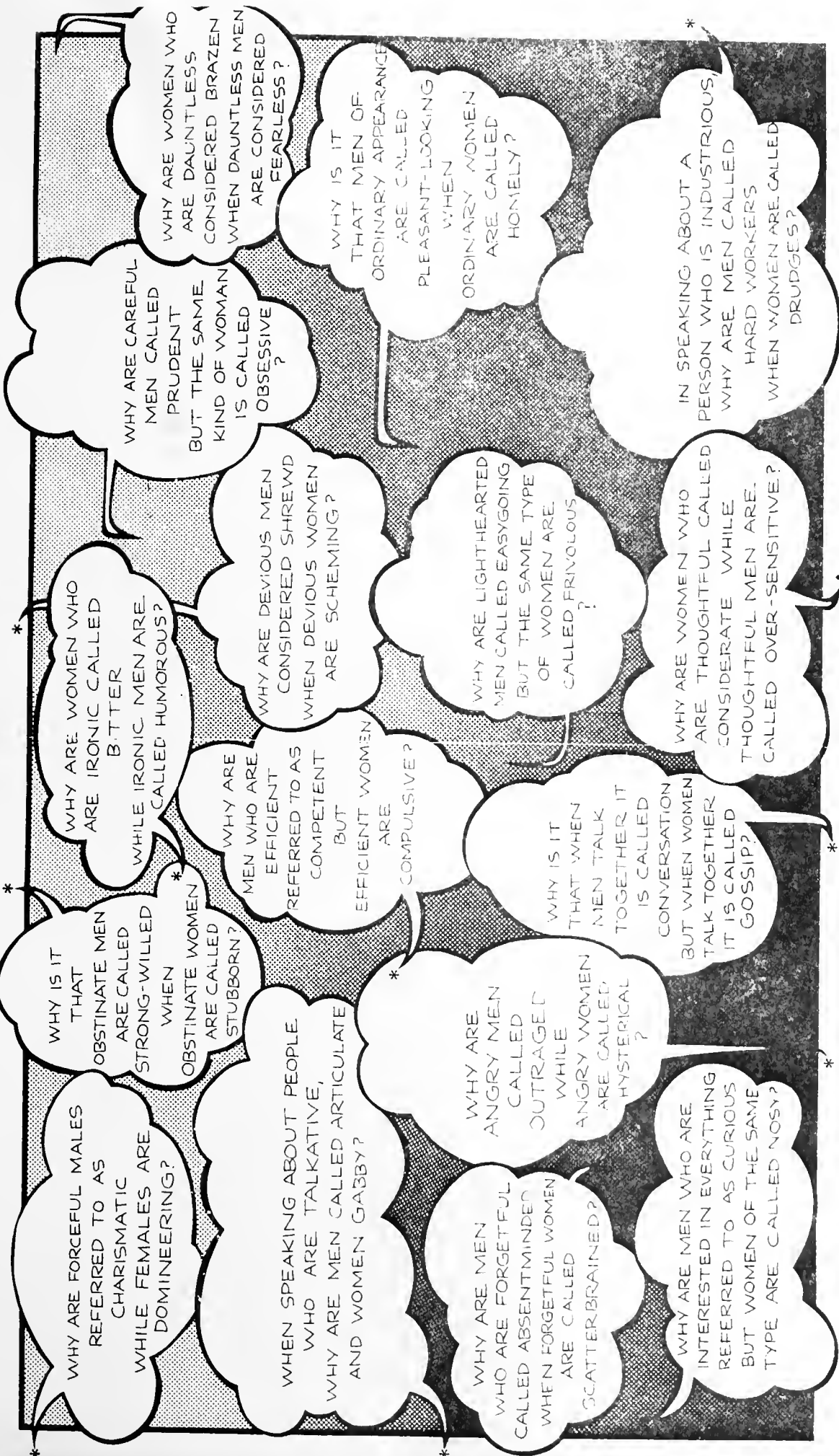
ACROSS

2. Symbol of plastic America (2 words)
The star of this show
6. In Memoriam: leader of the
Vietnamese revolution
7. Masc. Spanish word for "the"
8. Average measurement is 35½" at
this pageant. (sl.)
12. Cut (Rhymes with cash)
13. Derogatory term for a woman with
"loose morals"
14. Bible's stupid caricature of a
disobedient woman
15. Use this to chop wood
16. Train (abbrev.)
18. Jack the _____per
19. What a man looks for in a woman
22. Woman are _____.
25. When you flirt you act _____.
27. You ask God for "His" forgiveness
with this
29. What the contestants have to do
all day long
32. Opposite of war
33. What you feel if you don't "have"
a man
35. Abbrev. for pop. soap opera
As _____.
36. Fate worse than death
38. Businessmen capitalize on the Miss
America image. That is the correct
word
43. A member of the most oppressed
group in our society
44. Cleavage
45. Everyone has it
47. We are all _____ in the struggle
48. What Miss America does for Toni
50. Who's bored here

DOWN

1. Best birth control device
2. The family martyr
3. Female beast of burden (other than
woman)
4. A woman is supposed to be a _____.
of strength for everyone but herself
Or syn. for body of water
5. Imprisoned in a girdle
9. Girl raped by Jupiter in his cloud
disguise
10. "Love is a tender _____."
11. What's on the minds of the judges
17. This year's pageant is a _____ of
all the others that came before it
20. _____ against the wall Miss
America
21. Get a little of this for No. 31 down
23. Fill in Ily. We don't want to make
this too hard
24. This is laden with mascara, liner,
shadow, pencil and false eyelashes
26. We would like to interrupt this show
to remind you there is a war in _____.
28. Back
30. Army cop
31. _____ and order
34. Patriarchial Egyptian son god
37. Women are given token freedom in
_____ of a full life
38. One of American women's main
roles (rhymes with name of famous
crossword artist)
39. In our society men are expected to
be active
40. Syn. for "cool" or "hip"
41. Men have a "natural" _____.
42. Join the women's liberation move-
ment for a new _____ on life.
45. "To _____ or not to Be"
46. Are you glad you aren't Miss America
49. The American Dream is a big,
fat _____.





* BECAUSE OF SEXISM IN LANGUAGE

LITERARY WORKS BY WOMEN

February 1972

In the three months since our packet was first issued, several people have asked us to recommend good, non-sexist literary works. They have noted that the literature section in our Bibliography includes only literary criticism and literary history. Compiling a list of literary works that feminists could acclaim as low in sexism is a task of a different magnitude than compiling a list of non-fiction works that offer a variety of opinions on female psychology, sex-role socialization, etc. First of all, there are no pre-determined feminist standards for evaluating fiction, poetry and drama. Feminist criticism is still emerging as a method of analysis. In the meantime, we must rely on our own subjective reactions to a literary work. Each of us is more likely to respond favorably to a character whose experience resembles our own. Because of the subtleties involved in feminist character analysis, the complex considerations of social value and cultural accuracy, the enormous amount of reading that must be done, and the necessity of retrieving books by female writers from oblivion, the Emma Willard Task Force cannot possibly perform this job alone. However, in order to provide a partial answer to the demand, and to spur others into such literary research, we are printing a list of works by women that other feminists have cited as "good" in some respect — in characterizing women realistically, in proving that women can meet contemporary aesthetic standards, etc. The list is, admittedly, sketchy and inconsistent, but it is only the humble beginning. Some of us would like to explore this matter further with anyone else who is interested.

Ikeler, Ruth
Jennings, Elizabeth
Kaufman, Shirley
Korte, Sister Mary Norbert
Levertov, Denise
Lewis, Janet
Lowell, Amy (1874-1925)
Mann, Erika
Mayhall, Jane
McPherson, Sandra
Miles, Josephine
Millay, Edna St. Vincent
Mistral, Gabriela
Moore, Marianne (1887-1972)
Piercy, Marge
Plath, Sylvia (1933-1963)
Rich, Adrienne
Rossetti, Christina (1830-1894)
Rukeyser, Muriel
Sanchez, Sonia
Sappho (ca 600 B.C.)
Sexton, Anne
Sitwell, Edith
Swenson, May
Swift, Joan
Thompson, Marily
Van Duyn, Mona
Wakoski, Diane
Wheatley, Phyllis (1753-1784)
Willard, Nancy
Wylie, Elinor

FEMALE POETS

Akhmatova, Anna (1888-1936)
Akhmadulina, Bella
Bishop, Elizabeth
Bogan, Louise
Bradstreet, Anne (1612-1672)
Brooks, Gwendolyn
Brown, Rosellen
Browning, Elizabeth Barrett (1806-1861)
Cavendish, Margaret, Duchess of Newcastle (1624-1674)
Dickinson, Emily (1830-1886)
DiPrima, Diane
Drake, Barbara
Dusenberry, Gail
Evans, Mari
Finch, Anne, Countess of Winchilsea (1661-1720)
Frazer, Kathleen
Gardner, Isabella
Giovanni, Nikki
Good, Ruth
H. D. (Hilda Doolittle)
Harr, Barbara
Herschberger, Ruth

NOVELS

Alcott, Louisa Mae, Little Women (1868)
Atwood, Margaret, The Edible Woman
Austen, Jane, Emma (1816). Persuasion, Pride and Prejudice
Austin, Mary, A Woman of Genius (1912)
Barnes, Djuna, Nightwood (1937)
Beauvoir, Simone de, She Came to Stay (1945)
Bowen, Elizabeth, The House in Paris (1936). The Death of the Heart (1939)
Bronte, Charlotte, Jane Eyre (1848). Villette (1853)
Brooks, Gwendolyn, Maud Martha (1953)
Burney, Fanny, Evelina (1779)
Cather, Willa, The Song of the Lark (1915). My Antonia (1918)
Chopin, Kate, The Awakening (1899)
Colette (1873-1954). (Almost anything)
Dawson, Jennifer, The Ha Ha (1961)
Drabble, Margaret, Thank You All Very Much
Dunn, Nell, Up the Junction (1963). Poor Cow (1967)
Edgeworth, Maria, Belinda (1820)
Eliot, George, The Mill on the Floss (1860). Middlemarch (1871)

(cont'd)

DEGRADING VIEWS OF WOMEN

"There are only two days of your life when you have Joy of your wife; at her wedding and at her funeral."

"It is hard to find a woman who will not bring you a dowry, but will make herself useful."

Greek Poet Hippsanah (540 B.C.)

"Women are to be talked to as below men and above children."

Lord Chesterfield (1748)

"Women were created for the comfort of men."

Hewell, Familiar Letters: To Sergeant D.

"I expect woman will be the last thing civilized by man."

George Meredith; Richard Leverel Ch. 1

"Man's work lasts till set of sun; Woman's work is never done."

Unknown (Roxvurghe Ballads; iii 302 C.1655)

"Women are the Gate of Hell."

St. Jerome

"There is no evil so terrible as a woman."

Euripides

"Women are not a hobby — they're a calamity."

Alexander Brailowsky (1931)

"Woman is made of Glass."

Cervantes — "Don Quixote"

"A wise woman is twice a fool."

Erasmus

"I thank thee, O Lord, that thou hast not created me a woman."

Daily Orthodox Jewish Prayer (for a male)

"Regard the Society of women as necessary unpleasantness of social life, and avoid it as much as possible."

Count Leo Tolstoy

"A man in general is better pleased when he has a good dinner than when his wife talks Greek."

Samuel Johnson

"The woman's fundamental status is that of her husband's wife, the mother of his children."

Talcott Parsons

AND

A woman's place is in the home/Housewives are such dull people/Women's talk is all chatter/Intelligent women are emasculating/If you're so smart why aren't you married/Can you type?/If you want to make decisions in this family, go out and earn a paycheck yourself/Working women are unfeminine/A smart woman never shows her brains/It is a woman's duty to make herself attractive/All women think about are clothes/Women are always playing hard to get/No man likes an easy woman/Women should be struck regularly, like gongs/Women are always crying about something/Women don't understand the value of a dollar/Don't worry your pretty little head about it/Dumb broad/It is glorious to be the mother of all mankind/A woman's work is never done/All you do is cook and clean and sit around all day/Women are only interested in trapping some man/A woman who can't hold a man isn't much of a woman/Women hate to be with other women/Women are always off chattering with each other/Some of my best friends are women . . .

LITERARY WORKS BY WOMEN (cont'd)

Freeman, Mary E. A New England Nun (1891)
 Gaskell, Elizabeth. Mary Barton. Wives and Daughters.
Cranford.
 Glasgow, Ellen. Virginia (1913). Life and Gabriella (1916).
Barren Ground (1925). They Stooped to
Folly (1929). The Sheltered Life (1934)
 Green, Hannah. I Never Promised You a Rose Garden (1964)
 Jewett, Sarah Orne. A Country Doctor (1884)
 Johnston, Mary. Hagar (1913). The Wanderers (1917).
 Kumin, Maxine. The Passions of Uxport
 Laurence, Margaret. Rachel, Rachel
 Lessing, Doris. The Golden Notebook (1962). (Others)
 Lewis, Janet. The Wife of Martin Guerre (1966)
 Lurie, Alison. Love and Friendship (1962). The Nowhere
City (1965). Real People (1969)
 Mallet-Joris, Francoise. A Letter to Myself (1964)
 Marshall, Paule. The Chosen Place, the Timeless People
 (1969)
 McCarthy, Mary. The Company She Keeps (1942). The
Group (1963)
 McCullers, Carson. The Heart Is a Lonely Hunter (1940).
Member of the Wedding (1946)
 Miller, Isabel. Patience and Sarah
 Mortimer, Penelope. The Pumpkin Eater
 Murasaki. The Tale of Genji (author born 978)
 Murdoch, Iris. A Severed Head (1961). The Unicorn (1963)
 Nin, Anais. A Spy in the House of Love (1959)
 Oates, Joyce Carol. Expensive People (1968)
 O'Brien, Edna. The Lonely Girl (1962)
 Perutz, Kathryn. The Garden
 Petry, Ann. The Street (1946)
 Plath, Sylvia. The Bell Jar (1966)
 Richardson, Dorothy. Pilgrimage (1938)
 Roberts, Elizabeth Madox. The Time of Man (1926)
 Sartre, May. The Small Room (1961)
 Schreiner, Olive. The Story of an African Farm (1883)
 Shulman, Alix Kates. Memoirs of an Ex-Prom Queen
 (1972)
 Smith, Lillian. Strange Fruit (1944)

Sontag, Susan. Deathkit (1967)
 Spark, Muriel. The Prime of Miss Jean Brodie (1961)
 Stannard, Una. The New Pamela (1969)
 Stead, Christina. The Man Who Loved Children (1940)
 Stein, Gertrude. Three Lives (1927)
 Taylor, Elizabeth. In a Summer Season (1961)
 Undset, Sigrid. Kristin Lavransdatter (1922)
 Webb, Mary. Precious Bane (1928)
 Wharton, Edith. The House of Mirth (1905). Age of
Innocence (1920)
 Woolf, Virginia (1882-1941). (Anything)
 Wright, Sarah E. This Child's Gonna Live

DRAMA

Duras, Marguerite. Hiroshima Mon Amour (1961)
 Hansberry, Lorraine. A Raisin in the Sun (1959). To Be
Young, Gifted and Black
 Hellman, Lillian. The Little Foxes (1939). The Children's
Hour (1953). Toys in the Attic (1960)
 Jellicoe, Ann. The Knack. The Sport of My Mad Mother
 Lamb, Myrna. What Have You Done for Me Lately?
Mod Donna
 Loden, Barbara. Wanda (film)
 Sontag, Susan. Duet for Cannibals (film) (1970)

FEMALE SHORT STORY WRITERS

Boyle, Kay
 Gordimer, Nadine
 Mansfield, Katherine (1888-1923)
 Oates, Joyce Carol
 O'Connor, Flannery (1925-1964)
 Olsen, Tillie
 Paley, Grace
 Parker, Dorothy (1893-1971)
 Porter, Katherine Anne
 Stafford, Jean
 Welty, Eudora

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The study of folklore in a primitive society found that the stories passed down through the generations portrayed the elders as wise, courageous and powerful and then it was found that the elders were the storytellers of the tribe.

—Transaction Nov./Dec. 1970

A SHORT BIBLIOGRAPHY

BOOKS:

- Beard, Mary, Woman as Force in History, Macmillan, 1946
- Beauvoir, Simone de, The Second Sex, Bantam, 1970, \$1.25 Modern Library \$4.95
- Bird, Caroline, Born Female, McKay, 1970
- The Emma Willard Task Force on Education, Sexism in Education, 1973, \$4.00
University Station Box No. 14229, Minneapolis, MN 55414.
612-333-9076 (Mary Sornsin 333-9076, Ann Risch 332-3958, Gerri Perreault 823-7516, Kathy Olson 333-6870, Sherry Lurth 822-8345. — 1973 numbers.)
- Figes, Eva, Patriarchal Attitudes, Fawcett Premier, 1970, 95¢
- Flexner, Eleanor, Century of Struggle, Atheneum, 1968, \$3.45
Harvard University Press, 1959, \$8.50
- Firestone, Shulamith, The Dialectic of Sex: The Case for Feminist Revolution, Bantam, 1970, \$1.25
- Friedan, Betty, The Feminine Mystique, Dell, 1970, \$1.25
- Gornick, Vivian and Barbara K. Moran, Woman in Sexist Society: Studies in Power and Powerlessness, Signet, 1972.
\$1.95 paperback. New American Library, Inc., 1301 Ave. of the Americas, NYC, NY 10019. Current writings
by 31 women scholars and activists.
- Herschberger, Ruth, Adam's Rib, Harper & Row, 1970 (originally published 1948)
- Hole, Judith and Ellen Levine, Rebirth of Feminism, Quadrangle Books, 1971, \$10
- Janeway, Elizabeth, Man's World, Woman's Place: A Study of Social Mythology, William Morrow, 1971, \$8.95
- Jenness, Linda, Feminism and Socialism, Pathfinder Press, 1972. \$1.95
- Kraditor, Aileen, Up From the Pedestal: Selected Writings in the History of American Feminism, Quadrangle, 1968, \$8.95
- Leijon, Anna-Greta, Swedish Women/Swedish Men, Swedish Institute, 1968, \$1.00 (available free from the Swedish Consulate)
- Mead, Margaret, Male and Female, Dell, 1968, 95¢
- Millett, Kate, Sexual Politics, Doubleday, 1970, \$7.95 Avon \$2.95
- Morgan, Robin (ed.), Sisterhood Is Powerful: An Anthology of Writings from the Women's Movement, Random (Vintage),
1970, \$2.45
- Rogers, Katherine, The Troublesome Helpmate: A History of Misogyny in Literature, University of Washington, 1966,
\$2.95 or \$6.95
- Roszak, Betty and Theodore, Masculine/Feminine: Readings in Sexual Mythology and the Liberation of Women,
Harper & Row, 1969, \$2.45
- Wollstonecraft, Mary, Vindication of the Rights of Women, and Mill, John Stuart, The Subjection of Women, Everyman
No. 825, Dutton, \$2.75
- Woolf, Virginia, A Room of One's Own, written 1929, Harcourt Brace, \$1.95 or \$4.75

PERIODICALS:

- Chesler, Phyllis, "Men Drive Women Crazy", Psychology Today, July 1971
- Everywoman (newspaper), \$6/26 issues, 1043 B W. Washington Blvd., Venice, Calif. 90291 (Discontinued 1972)
- Ms. (magazine), \$9/12 issues, 370 Lexington Av., New York, N.Y. 10017
- The Spokeswoman (a monthly newsletter), \$7/yr., Urban Research Corp., 5465 South Shore Drive, Chicago, Ill. 60615
- "The American Woman" (special issue), Transaction, vol. 8, no. 1 & 2, November/December 1970, Rutgers State University,
New Brunswick, N. J. 08903

A SHORT BIBLIOGRAPHY (cont'd)

Weisstein, Naomi, "Kinder, Kuche, Kirche as Scientific Law: Psychology Constructs the Female", Social Education 1971
"Woman's P'ace", Atlantic, vol. 225, no. 3, March 1970.

OTHER PUBLICATIONS:

Boston Women's Health Book Collective, Our Bodies Our Selves: A Course By and For Women, Simon & Shuster, 1973.
\$8.95 or \$2.95.

Discrimination Against Women, Hearings of the Subcommittee on Education of the House of Representatives, 91st Congress, available from your Congressperson, free. Two volumes of testimony.

Gold Flower (monthly women's newspaper), Women's Free Press, P.O. Box 8341, Lake Street Station, Minneapolis, MN 55408. Subscription: \$3/year. Single copies: 25¢.

Know, Inc., P.O. Box 86031, Pittsburgh, Pa. 15221. (Know, Inc. has an extensive list of reprints available. Send for list.)

Let Them Aspire: A Plea and Proposal for Equality of Opportunity for Males and Females in the Ann Arbor Public Schools, May 1971. This 75-page report is available from Marcia Federbush, 1000 Cedar Bend Drive, Ann Arbor, Mich. 48105, \$2.25.

Report of Sex Bias in the Public Schools, by NYC Chapter of the National Organization for Women (NOW). This 55-page report is available from Anne Grant (West), 617 49th Street, N.Y., N.Y. 11220, \$1.25.

Women's Bureau, U.S. Department of Labor, Washington, D.C. 20210. Has many publications on women. Send for list, and request to be put on their free mailing list.

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An Unbiased Columnist!

Bill Diehl, St. Paul Dispatch, Dec. 25, 1971, writing about Barbara Anderson who left the "Ironsides" series when she married:

" . . . Her stance concerning her work — and her husband — must be the despair of those homely crones who shake their string-haired heads and demand their lib demands. Taking a look at Barbara on the weekly series and then at the mouthy harridans on the TV newscasts, it's not difficult to judge who makes the more attractive picture . . . or who appears to be the happier."

BOOKS

PREPARED BY THE EMMA WILLARD TASK FORCE ON EDUCATION
Compiled Autumn 1972

We do not, of course, endorse all of the opinions expressed in the books and articles included in this bibliography. Some of them are, in fact, diametrically opposed to our position.

This bibliography was first compiled before the publishing companies discovered that women and feminism were profitable subjects. We had to sort through the dusty old volumes in our local libraries to find many books of value to people concerned about sexism in education. Some of the books listed are now out-of-print. Were we to try to catch up with the recent spate of books on women, sexism, feminism, sex roles, and so on, this book would probably quadruple in size. We suggest that you check the "women" section of your library's card catalog regularly, and that you matronize your local feminist bookstore. If there is no feminist bookstore in your area, you might write to Feminist Book Mart, 162-11 Ninth Av., Whitestone, N.Y., 11357, and ask for a catalog. The prices listed here are, of course, subject to change. New paperback editions may also have been issued since this list was compiled.

Minnesota residents: Many of the bibliography items available from:

THE AMAZON BOOKSTORE
808 West Lake Street
Minneapolis, Minn. 55408.
824-5407

for children's materials contact
LEARN ME
Teachers, Parents, Students Store
642 Grand Avenue
St. Paul, MN 55105
(612) 222-5583

ANTHROPOLOGY

- Ashley Montagu, M. F., The Natural Superiority of Women, rev. ed., Macmillan, 1968. \$6.95.
His view of women is a little idealized, but, when read in comparison to more traditional male supremacist anthropological works, it shows how differing conclusions can be reached on the basis of the same biological facts.
- Bachofen, Johann J., Myth, Religion and Mother Right: Selected Writings of Johann Jakob Bachofen, Princeton University Press, 1967. \$7.50.
Bachofen hypothesized, in 1861, that matriarchy is the earliest form of social organization.
- Briffault, Robert, The Mothers, Humanities, 1959. \$7.50. Variations on Bachofen's theory.
- Daly, Mary, The Church and the Second Sex, Harper and Row, 1968. \$4.95
- Diner, Helen (Bertha Eckstein Diner, Sir Galahad), Mothers and Amazons, Julian, 1965. \$7.50
Written in the 40's. A feminist cultural history.
- Engels, Friedrich, The Origins of Family, Private Property and the State, Northwest International Pub. Co. \$1.85 or \$3.50.
- Figes, Eva, Patriarchal Attitudes, Stein and Day, 1970. \$6.95. Fawcett Premier, 95¢.
- Hays, H. R., The Dangerous Sex, Pocket Books, N.Y., 1972. \$1.25. Originally published in 1964.
Explores the myth of feminine evil through history and in the present.
- Hennessy, Caroline, The Strategy of Sexual Struggle, Lancer Books, 1971. \$1.25.
- Lederer, W., The Fear of Women, Harvest Books, 1970. \$3.45. Grune, 1968. \$12.50.
A study of superstitions about women's alleged evil nature.
- Mead, Margaret, Male and Female. A Study of the Sexes in a Changing World, 1949. \$7.50. Dell, 1968. 95¢.
- Mead, Margaret, Sex and Temperament, Dell, 1967. 95¢.
- Morgan, Elaine, The Descent of Woman, Stein & Day, 1972, 258 pp. \$7.95.
Evolution and herstory.
- Newton, Niles, "Childbirth and Culture," Psychology Today, July 1971.

AUDIO-VISUAL

- Anything You Want To Be, directed by Diane Brandon, New Day Films, 267 West 25th St., New York, N.Y. 10001 (212-675-5330). Black and white, 8 minutes.
Depicts the conflicts and absurdities that beset a high school girl.
- Growing Up Female. As Six Becomes One, 60-minute film, contact American Documentary Films, 336 West 84th St., New York, N.Y. 10024, or 379 Bay St., San Francisco, Ca. 94133. \$65 rental fee.
Examines the social forces that shape the self-conception of women through glimpses of the lives of six women of varied backgrounds and ages.
- Mendenhall, Janice, "Films on the Women's Movement," contact Ms. Mendenhall, Office of Civil Rights, Washington, D.C. 20405.
A list of feminist films put together for Federal Women's Day.
- Rosen, Marjorie, "Women, Their Films, And Their Festival," Saturday Review, August 12, 1972, pp 31-36.
Discusses a variety of films.
- Sexism (game), designed by Seattle N.O.W. members, Carolyn Houger, 600 NW 126th Place, Seattle, Washington 98177. \$5.00. Or contact Virginia Watkins, 5841 Whited Ave., Minnetonka, Mn. 55343. 938-4788.
- The Lib Game (game), available from Gini Scott, Creative Communications and Research, Berkeley, Ca.
- The Teen-Age Girl and The Teen-Age Boy (two separate films), available from Audio-Visual Center, Indiana University, Bloomington, Ind. Rental rate \$5.25 each.
- Three Lives (film), directed by Kate Millett, an Impact Films release presented by Women's Liberation Cinema Company. Running time. 70 min.
A documentary in which three women talk about their lives. The film was shot by an all-female crew.
- Woman and Man (game), available from Psychology Today Games, Del Mar, California 92014. \$7.95. A sample copy is in Psychology Today, July 1971.
- Women's Lib? (game), Kirby Upjohn.
We do not recommend this game. The players' roles are caricatures and the issues are presented in a simple-minded, all-or-nothing way. It is a cynical approach to women's liberation, and an obvious attempt to make money off a hot issue.
- Women Talking (movie), directed by Midge MacKenzie (British).

Aliesan, Jody, "You'll Be Hearing More From Me," Second Moon Music, University YWCA, 4224 University Way, Seattle, Wash. \$4.25.

An album of feminist songs (33-1/3 album).

For information about tapes available, write Women's History Research Center (see "Bibliography" section).

Carabillo, Toni (NOW National Vice-Pres. for Public Relations), The Beginnings of a Long & REAL Revolution, contact Twin Cities NOW Chapter, Kathy Olson, 192 Seymour Ave. S.E., Mpls., Mn. 55414, 612-333-6870.

NOW slide documentary on origins of the new feminist movement. Includes two carousels and cassette recording. 90 min. \$25.00 rental.

Now Feminist Catalog, write Judith Meuli, editor, 1126 Hipoint St., Los Angeles, Ca. 90035. Mail 10¢/copy and addressed, stamped envelope.

Catalog of feminist products as advertised by feminists producing books, posters, jewelry, audio-visual productions, buttons, speakers, note cards, consciousness-raising games, etc.

North American Women, contact Ann Grant (West), 453 - 7th St., Brooklyn, N.Y. 11215. Request rental rates from Ms. Grant. Stirring, effective multi-media show depicting North American Women.

Modern Women: The Uneasy Life, contact Department of Audio-Visual Extension, U. of Minnesota, 2037 University Ave. S.E., Mpls., Mn. 55455. One-hour film, No. 620858, \$5.35 rental.

Jobs in the City: Women at Work, contact Dept. of Audio-Visual Extension, U. of Minnesota, 2037 University Ave. S.E., Mpls., Mn. 55455. Eleven-minute color film, No. 5S1047, rental \$4.75.

Commission on the Status of Women Students (U. of Minnesota student group), Where Am I Now When I Need Me, contact: Nancy Gilseman, Minnesota Women's Center, 301 Walter Library, U. of Minnesota campus, Mpls., Mn. 55455. 373-3850.

25-minute multi-media presentation (slides, interpretive reading, live and taped music). Two additional presentations are being planned, one aimed at high school students, one aimed at elementary students.

Psychology of Modern Women, Center for Cassette Studies, Inc., Department M270, 8110 Webb Avenue, North Hollywood, Ca. 91605. \$14.95 (tape cassette).

Look Out Girlie, Women's Liberation is Gonna Get Your Mama, introduction to liberation; slides and tape show done by 3 Oberlin women. (Will try to make available at mailing costs.) ORDER FROM THE PLACE NEAREST YOU:

Washington, D.C.

Charlotte Bunch-Weeks

1520 New Hampshire Ave. N.W.

Washington, D.C. 20036

New York City

Betty Pagett

777 U.N. Plaza

New York, N.Y. 10017

Chicago, Illinois

Betsy Gwynn

Rm. 1348

127 North Dearborn St.
Chicago, Ill. 60602

Traveling Media Show. Willing to send out script for 75¢. Andrea Schermer, 1010 Mass Ave., Cambridge, Mass. 02138.

Live readings, slides, poetry, music on women as sex objects and on liberation.

Slides and tape show on roles of women, especially using ads. Glide Memorial Women's Media Show, % Phyllis Lyon, 651 Duncan St., San Francisco, Ca. 94131.

Newsreel films about women and Women's Liberation Movement (see your area office or contact: Newsreel, 127 E. 15th St., New York, N.Y. 10003).

Radio Free People - Women's Liberation related tapes - 160 Prospect Place, Brooklyn, N.Y. 11238.

Marge Piercy: Poems (17 min.) Eight More Poems by Marge Piercy (15 min.). Marge Piercy is a movement poet and novelist. Each of these two tapes has one poem especially relating to women office workers. Price for each tape: 7-1/2 ips - \$3.10; 3-3/4 ips - \$2.20.

Organizing Women (1 hour) An interview with Randy Rappaport of Berkeley Women's Liberation Movement and Sue Katz of the Boston-Cambridge WLM. Relates personal experiences and raises important organizational topics: small groups, elitism, collectives, relations with the male-dominated movement, etc. For organizers: 3-3/4 ips, \$6.80; on cassette, \$5.00.

Diane DiPrima: The Revolutionary Letters (29 min.) These are poetic ruminations, advice, admonition to revolutionary brothers and sisters, full of joy and anger and humor, and sometimes detailed suggestions. 7-1/2 ips, \$4.80; 3-3/4 ips, \$3.40.

Other women's liberation tapes now being prepared are: one of an interview with 3 of 5 New York women who destroyed 1-A files in New York draft boards; and one on what every woman should know about abortion. WBAI Radio Station, 30 E. 39th St., NYC 10016. Has several tapes relating to women's liberation including tape of Miss America Demonstration and Pagant, 1969. Radio shows dealing with abortion. Tapes of Women's Talk Show, regularly scheduled each Sunday evening: 8:45 to 10 p.m.

BIBLIOGRAPHIES

American Women in Colonial and Revolutionary Times 1565-1800, Leonard, Eugenia. et al, University of Pennsylvania, 1961. \$6.00.

Continuing Education Programs and Services for Women, describes some 450 programs. Prepared by the Women's Bureau of the U.S. Labor Dept. Available for 70¢ from the Superintendent of Documents, Government Printing Office, Washington, D.C.

Female Studies Series. Request price list and order blank form from Know Inc., Box 86031, Pittsburgh, Pa. 15221.

Catalog of women's studies courses with reading lists. Essays on teaching women's studies. An extremely valuable resource.

Little Miss Muffet Fights Back: Recommended Non-Sexist Books About Girls for Young Readers. 50¢. Feminists on Children's Media, P.O. Box 4315, Grand Central Station, New York, N.Y. 10017. Lists 200 books. Annotated.

Neglected American Women Writers: A Collection of Bibliographies. Contact Priscilla Allen, Indiana University, Bloomington; In. The Feminist Journal, bibliography, available from Nicki Muggli (50¢, annotated), 705 Southeast 7th Street, Minneapolis, Mn. 55414. (mostly bibliographies)

U.S. Department of Labor, Women's Bureau, Washington, D.C. 20210.

Has many publications on women. Send for list, and ask to be placed on their mailing list.

Women and Literature, Women and Literature Seminar, 1878 Massachusetts Av., Cambridge, Mass. 02140. 75¢.

Women and Psychology. Cambridge-Goddard Graduate School, 5 Upland Rd., Cambridge, Mass. 02140. 25¢.

Women's Archives, Radcliffe College, Cambridge, Massachusetts.

Women's History Research Center, 2325 Oak, Berkeley, Ca. 94708.

Bibliography with addresses for ordering materials.

Catalog of course outlines, term papers and theses.

Action project ideas, plus periodical, paper, book and book review bibliographies.

Directories of films, course outlines, and bibliographies; tapes; research projects.

Directory of periodicals (journals, newsletters and newspapers).

(When requesting information, enclose a stamped envelope.)

BIOGRAPHIES

INDIVIDUAL AND AUTOBIOGRAPHICAL.

Addams, Jane.

Wise, Winifred, Jane Addams of Hull House, Harcourt Brace, 1935. \$4.75. Grades 7 and up.

Agotime (West African queen brought to Brazil as a slave):

Gleason, Judith, Agotime: Her Legend, Grossman, 1970. \$8.95.

Alcott, Louisa May (writer)

Cheney, Ednah D. ed., Louisa May Alcott: Her Life, Letters and Journals, Globe Publishers International, 1971. \$15.00.

Papashvily, Helen, Louisa May Alcott, Houghton Mifflin (North Star Books), 1965. \$2.95. Grades 7 and up.

Anderson, Margaret (literary critic):

Anderson, Margaret, My Thirty Years War, Horizon, 1970. \$10.00.

The Fiery Fountains, Horizon, 1970. \$8.50.

The Strange Necessity, Horizon, 1970. \$6.95.

Anderson, Mary (labor organizer):

Woman at Work: The Autobiography of Mary Anderson as told to Mary Winslow, University of Minnesota Press, 1951.

Angelou, Maya (dancer, actress, writer):

Angelou, Maya, I Know Why The Caged Bird Sings, Random House, 1970. \$5.95.

- Anthony, Susan B. (feminist, abolitionist, suffragist):
 Dorr, Rheta Child, Susan B. Anthony, AMS Press, 1970. \$9.25.
 Harper, Ida Husted, The Life and Work of Susan B. Anthony (3 vols.), Arno, 1969. \$55.00.
 Lutz, Alma, Susan B. Anthony, Beacon, 1959. \$5.75.
- Barton, Clara:
 Ross, Isabel, Angel of the Battlefield, Harper and Row, 1956. \$5.95.
- Beauvoir, Simone de, (French writer and feminist):
 Beauvoir, Simone de, Memoirs of a Dutiful Daughter
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Force of Circumstance, J. Ben Stark. \$2.50.
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A young boy and his father engage in play and daily household activities together.

Did You Ever? Ages 2-5

A rhyme which invites children to try out a variety of activities and occupations, some real and some fanciful.

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A LIST OF LITERATURE ON SEXISM IN CHILDREN'S BOOKS

(This list was compiled by Feminists on Children's Media, P.O. Box 4315, Grand Central Station, New York, N.Y. 10017. Additional copies are available from them for 10¢ each, plus a stamped, self-addressed 4x9½" envelope.)

GENERAL

Eliasberg, Ann, "Are You Hurting Your Daughter Without Knowing It?" Family Circle, February 1971, p. 38.

A general discussion of children's literature.

Feminists on Children's Media. Little Miss Muffet Fights Back, 1971. Available for 50¢ in coin plus a stamped, self-addressed 4x9½" envelope from Feminists on Children's Media.

A bibliography of recommended non-sexist books about girls. This booklet is an annotated listing of 200 fiction and non-fiction books for children from 3 to 15.

Key, Mary Ritchie, "The Role of Male and Female in Children's Books — Dispelling All Doubt," Wilson Library Bulletin, October 1971, pp. 167-176.

A survey of the recent studies on sexism in children's books.

Lewis, Susan, "Exploding the Fairy Princess and Other Myths," Scholastic Teacher/Elementary Teacher's Edition, November 1971, p. 11.

An annotated listing of recent non-sexist children's books. (Comprises books published too late for inclusion in Little Miss Muffet Fights Back.)

Stavn, Diane Gersoni, "Reducing the 'Miss Muffet' Syndrome: An Annotated Bibliography," School Library Journal, January 15, 1972, pp. 32-35.

Are books about girls getting better? A discussion, with list of recommended 1971 and Spring 1972 titles.

PICTURE BOOKS

*Fisher, Elizabeth, "The Second Sex, Junior Division," The New York Times Book Review, Part II, May 24, 1970, p. 6. (Appears also in Women's Liberation: Blueprint for the Future, compiled by Sookie Stambler, pp. 89-95. New York: Ace Books, 1970.)

An incisive investigation of picture books.

Heyn, Leah, "Children's Books," Women: A Journal of Liberation, Fall, 1969, pp. 22-25.

A discussion of books for young children.

Howe, Florence, "Liberated Chinese Primers," Women: A Journal of Liberation, Fall, 1970, pp. 33-34.

Descriptions of 4 Chinese books for young children.

Meade, Marion, "A Mother Fights Back," Woman's Day, March 1970, p. 64.

A short article about books for pre-schoolers, with a list of 12 recommended books.

Nilsen, Alleen Pace, "Women in Children's Literature," College English, May 1971, pp. 918-926.

A survey of the 1951-1970 winners and runners-up in the competition for the Caldecott award for the "most distinguished picture book of the year."

Weitzman, Lenore J.; Eifler, Deborah; Hokada, Elizabeth; and Ross, Catherine, "Sex Role Socialization in Picture Books for Pre-School Children." Paper read at American Sociological Association meeting, September 2, 1971, Denver, Colorado. Xeroxed.

An analysis of Caldecott Medal winners since the award's inception in 1938, concentrating on the winners and runners-up for the last 5 years, with references to relevant research on sex role socialization. Copies of this paper available for \$2.50 from Institute of Governmental Affairs, University of California, Davis, Calif. 95616. (A shorter version of this paper will appear in the May 1972 issue of American Journal of Sociology.)

FICTION

Feminists on Children's Media, "A Feminist Look at Children's Books," School Library Journal, January 1971, pp. 19-24. An examination of some highly regarded fiction for children — books which have won the Newberry Medal or have been recommendations of the Child Study Association or the American Library Association. Reprints available for 50¢ in coin plus a stamped, self-addressed 4x9½" envelope from Feminists on Children's Media. (Appears also in Notes from the Third Year: Women's Liberation, edited by Anne Koedt, Anita Rapone, and Ellen Levine. 1971. Copies available for \$1.50 from Notes, P.O. Box AA, Old Chelsea Station, New York, N.Y. 10011.)

Heilbrun, Carolyn G., "All Pregnant Girls Have Boy Babies," The New York Times Book Review, Part II, November 8, 1970, p. 8.

An essay review describing the portrayal of pregnant teenagers in several contemporary books for young adults.

Lindsey, Karen, "Louisa May Alcott: The Author of Little Women as Feminist," Women: A Journal of Liberation, Fall, 1970, pp. 35-37.

An analysis of Alcott's perceptions of woman's role — in her books and in her life.

Meyer, Carolyn, "Chiefly for Children," McCalls, December 1970, p. R-11.

A brief column evaluating several books for children of various ages.

Stavn, Diane Gersoni, "The Skirts in Fiction About Boys: A Maxi Mess," School Library Journal, January 1971, pp. 66-70.

A description of the portrayal of girls and women in books popular with boys.

TEXTBOOKS

DeCrow, Karen, "Textbooks: 'Look Jane, look! See Dick run and jump! Admire him!'," in The Young Woman's Guide to Liberation, pp. 62-72. New York: Pegasus, 1971.

A discussion of readers and social studies textbooks for grades kindergarten through 3.

*Frisof, Jamie Kelem, "Textbooks and Channeling," Women: A Journal of Liberation, Fall, 1969, pp. 26-28.

An analysis of 5 modern social studies textbooks for grades 1 to 3.

Kidd, Virginia, "Now you see," said Mark," The New York Review of Books, September 3, 1970, p. 35.

A letter analyzing first-grade readers recently adopted for use throughout California, showing "the implications of their rhetoric."

Miles, Betty, "Harmful Lessons Little Girls Learn in School," Redbook, March 1971, p. 86.

A description of the findings of a comprehensive study of elementary school readers conducted by Women on Words and Images of Central New Jersey NOW.

Steffler, Buford, "Run, Mama, Run: Women Workers in Elementary Readers," Vocational Guidance Quarterly, December 1969, pp. 99-102.

A statistical analysis of the extent to which women in 5 reader series are shown as workers.

Trecker, Janice Law, "Women in U.S. History High School Textbooks," Social Education, March 1971, p. 249.

A detailed examination of 13 of the most recent and popular textbooks. (Appears also in Sex Bias in the Public Schools. See below.)

U'Ren, Marjorie, "The Image of Women in Textbooks," in Woman in Sexist Society: Studies in Power and Powerlessness, edited by Vivian Gornick and Barbara K. Moran, pp. 218-225. New York: Basic Books, 1971.

The findings of a study of 30 recently-published elementary school textbooks adopted or recommended for use in the public schools in California.

Women on Words and Images — A Task Force of Central New Jersey NOW. Dick and Jane as Victims: Sex Stereotyping in Children's Readers, 1972. Available for \$1.50 from Women on Words and Images, P.O. Box 2163, Princeton, N.J. 08540.

A lengthy and detailed report on 14 widely-used series of elementary school readers.

RELATED MATERIAL

EDUCATION AND SOCIALIZATION

The Emma Willard Task Force on Education, Sexism in Education, 1971. A book of materials relating to sexism in elementary and high school education. Includes articles explaining the problem, proposals for change, classroom materials, and resource lists. Available for \$4.00 from the Emma Willard Task Force on Education, Box 14229, Minneapolis, Minn. 55414.

Federbush, Marcia, Let Them Aspire!, 1971. Available for \$1.75 from Marcia Federbush, 1000 Cedar Bend Drive, Ann Arbor, Mich. 48105.

A collection of articles, documents, etc., about sexism in elementary and secondary education.

- Harrison, Barbara, "Feminist Experiment in Education," The New Republic, March 11, 1972, pp. 13-17.
How a feminist parent group has worked for non-sexist education in a progressive private elementary school.
- *Howe, Florence, "Sexual Stereotypes Start Early," Saturday Review, October 16, 1971, p. 76.
A discussion of sex role stereotyping in the public schools, citing a variety of studies.
- Howe, Florence, "The Female Majority," in Conspiracy of the Young, Paul Lauter and Florence Howe, pp. 288-319. New York: World Publishers, 1970.
Includes a section on education.
- Maccoby, Eleanor E., ed., The Development of Sex Differences, Stanford: Stanford University Press, 1966.
Six scholarly articles describing how sex differences in temperament and ability develop. Includes an annotated bibliography and a tabulated summary of research in sex differences.
- Miles, Betty, "Women's Liberation Comes to Class," Scholastic Teacher/Elementary Teacher's Edition, November 1971, pp. 9-10.
A discussion of sexism in the elementary school classroom, with practical suggestions for reform.
- National Elementary Principal, November 1966. The theme of this issue is "Sex Differences and the School."
Nine articles present pre-women's liberation analyses of various aspects of the topic. The writers are largely concerned with the destructive effects on boys of the "female" orientation of elementary education.
- National Organization for Women, New York City Chapter Education Committee. Report on Sex Bias in the Public Schools, Rev. Ed. 1972. Available for \$2.25 from New York City Chapter, National Organization for Women, 28 East 56th St., New York, N.Y. 10022.
A variety of articles and documents pertaining to elementary and secondary education.
- Pogrebin, Letty Cottin, "Down With Sexist Upbringing," Ms., Spring, 1972 Preview Issue, p. 18.
Emphasizes books, and includes a brief recommended list.
- Spinks, Sarah, "Sugar and Spice," This Magazine is About Schools, Summer, 1969, pp. 59-78. Copies of this magazine are available for \$2.50 from Johnson Reprint Corp., 111 Fifth Avenue, New York, N.Y. 10003.
An article about sex role socialization, from a radical perspective.
- West, Anne Grant, "Women's Liberation," Scholastic Teacher/Junior-Senior High Teacher's Edition, November 1971, pp. 8-11.
A discussion of women's liberation as it relates to the high school teacher and student.

TELEVISION

- Bergman, Jane, "Are Little Girls Being Harmed by 'Sesame Street'?" The New York Times, January 2, 1972, Section II, p. 13.
An analysis of recent changes in the popular and much praised educational television program for preschool children. It has, the author says, changed from "incredibly sexist" to "slightly less sexist."
- *Gardner, Jo Ann, "Sesame Street and Sex-Role Stereotypes," Women: A Journal of Liberation, Spring, 1970, p. 42.
An early analysis.
- Meade, Marion, "Penelope Pitstop Isn't Enough!" The New York Times, September 13, 1970, Section II, p. 25.
An indictment of television programming for preschool children, from "Sesame Street" to cartoons and commercials.
- *NOTE: Reprints of articles marked with an asterisk* are available from KNOW, Inc., P.O. Box 86031, Pittsburgh, Pa. 15221. Write for price list.

Back issues of Women: A Journal of Liberation are available for \$1.00 each from Women: A Journal of Liberation, 3028 Greenmount Ave., Baltimore, Md. 21218.

The above mentioned issues of Scholastic Teacher are available for 50¢ each from Anne Grant (West), 617 49th Street, N.Y., N.Y. 11220. Specify which edition.

LITERATURE

- Anderson, Margaret, The Little Review Anthology, Horizon, \$10.00.
- Aphra (a literary journal published by women). Box 893M, Ansonia Station, New York, N.Y. 10023. \$4.50/yr.
- Bald, Marjory, Women Writers of the 19th Century, 1923, Russell Reprint, 1963. \$10.00.
- Colby, Vineta, Singular Anomaly: Women Novelists of the 19th Century, New York University, \$2.95.
- Coppelman Kornblon, Susan, ed., Images of Women in Fiction: Feminist Perspectives, Bowling Green Univ. Popular Press, 1972. \$4.00.
- Deegan, Dorothy, Stereotype of the Single Woman in American Novels, Octagon, 1968. \$8.50.
- Ellman, Mary, Thinking About Women, Harcourt-Harvest, 1970. \$2.65.
Discusses female stereotypes, plus the way in which critics and literary historians deal with female writers.
- Fiedler, Leslie, Love and Death in the American Novel, Dell, 1966. \$1.95.
Describes two opposing female stereotypes in American literature, assails the lack of realistic female characters, and attempts to explain why, in sociological terms, women are portrayed the way they are.
- Gasiorowska, Zenia, Women in Soviet Fiction 1917-1964, University of Wisconsin, 1968. \$10.00.
- Griswold, R. W. (ed.) Female Poets of America, Garrett. \$22.50.
- Harris, Frank, Women of Shakespeare, Horizon, 1970. \$2.95 or \$8.95.
- Hart, John, Female Prose Writers of America, Gale, 1852.
- Heilbrun, Carolyn, Toward a Recognition of Androgyny, Knopf, 1972. \$6.95.
- Jayal, S., Status of Women in Epics, Verry, 1966. \$8.00.
- Jessup, Josephine, Faith of Our Feminists, 1950, Biblo and Tannen Reprint, 1965. \$4.75.
- Johnson, Reginald, Women Novelists, 1919, Books for Libraries Reprint, 1967. \$8.50.
- Jones, Georgia, "Telling It Like It Really Was," Off Our Backs, July 1972.
Very funny retelling of the fairy tale of Snow White.
- Lawrence, Margaret, School of Femininity, Kennikat, 1936. \$10.00.
A Freudian approach to the great women writers of the last two centuries that portrays them as erotically starved women with a consuming need to express their passionate feelings. A collection of still existing pseudo-scientific assumptions about female character — for example, women have no genius but only neuroses. Has a few good points, however.
- Lee, Anna, Memoirs of Eminent Female Writers, of All Ages and Countries, Midway, 1927. \$9.50.
- MacCarthy, B. G., Women Writers (2 vols. — 1621-1744, 1744-1818), Verry, 1946, 1947. \$3.00 each.
- Marder, Herbert, Feminism and Art: A Study of Virginia Woolf, University of Chicago. \$6.50.
- Masefield, Muriel, Women Novelists from Fanny Burney to George Eliot, Books for Libraries, 1934. \$7.00.
- Millett, Kate, Sexual Politics, Doubleday, 1970. \$7.95.
Comments on Henry Miller, Norman Mailer, Jean Genet, and many others.
- Moore, Virginia, Distinguished Women Writers, Kennikat, 1934. \$8.00.
- Oliphant, et. al., Women Novelists of Queen Victoria's Reign, Folcroft, 1897. \$20.00.
- Overton, Grant, Women Who Make Our Novels, Books for Libraries, 1928. \$8.50.
- Papashvily, Helen, All The Happy Endings, Kennikat, 1956.
Marriage as portrayed in 19th century domestic novels.
- Rogers, Katharine, The Troublesome Helpmate: A History of Misogyny in Literature, University of Washington, 1966. \$2.95 or \$6.95.
A thorough and shocking survey of anti-woman statements in literature from the Bible and Ancient Greece to contemporary American and English literature.
- Salomon, Louis, Devil Take Her: A Study of the Rebellious Lover in English Poetry, Barnes, 1961. \$1.95.
- Sampson, Ronald, The Psychology of Power, Random House, 1965. \$1.95.
Comments on Elizabeth Barrett Browning, Samuel Butler and others.

Velvet Glove Magazine, P.O. Box 188, Livermore, Calif. 94550. \$3/6 issues.

A feminist literary magazine.

Violette, Augusta, Economic Feminism in American Literature Prior to 1848, Ben Franklin, 1925. \$12.00.

Wasserman, Barbara, The Bold New Woman, rev. ed., Fawcett Premier, 1970. 95¢.

Excerpts from novels.

Wasserstrom, William, Heiress of All The Ages: Sex and Sentiment in the Genteel Tradition, Univ. of Minnesota, 1959. \$4.00
Discussion of James, Howells and Hawthorne, plus lesser known novelists, diaries, family magazines, etc.

Weiss, M. Jerry, "Children of Innocence," Journal of the National Association of Women Deans and Counselors, Summer issue 1972, 1201 - 16th St., Washington, D.C. 20036.

A play.

Wilson, Mona, Jane Austen and Some Contemporaries, Kennikat, 1938. \$8.00.

Woolf, Virginia, A Room of One's Own, Harcourt Brace, 1929. \$1.95 or \$4.75.

Wright, Frederick, Feminism in Greek Literature, Kennikat, 1969. \$8.00.

MEN'S LIBERATION

Aramoni, Aniceto, "Machismo," Psychology Today, January 1972, pp. 69-72.

Bowers, Faubion, "The Sexes: Getting It All Together," Saturday Review, January 9, 1971, pp. 16-19.

Brenton, Myron, The American Male, Fawcett Premier, N.Y., 1966. 95¢.

Farrell, Barry, "You've Come A Long Way, Buddy," Life, August 27, 1971, Vol. 71, No. 9, pp. 52-59.

Farrell, Warren, Beyond Masculinity, soon to be published.

Farrell, Warren, "Dialogue: How Men Really Feel About Women's Lib" [sic], Sexual Behavior, February 1972, pp. 26-32.

Farrell, Warren, "The Resocialization of Men's Attitudes Towards Women's Role in Society," a 25-page paper presented to the American Political Science Association Annual Convention, 1970. Available from Warren T. Farrell, 100 Bleeker Street, Apt. No. 3B, New York, N.Y. 10012. 50¢.

Farrell, Warren T., "Women's and Men's Liberation Groups: Political Power Within the System and Outside the System," contact the author at 100 Bleeker Street, New York, N.Y. 10012. 26 pp.

Forrest, David V., "The American Soldier and Vietnamese Women," Sexual Behavior, May 1972, V. 2, No. 5, p. 8+.

Freese, Arthur S., "The Car: A Versatile Sex Symbol," Sexual Behavior, May 1972, V. 2, No. 5, p. 52+.

Henley, Nancy, "Male Chauvinism - Attitudes and Practices," KNOW, Inc., P.O. Box 86031, Pittsburgh, Pa. 15221. 5¢.

Komisar, Lucy, "The Masculine Mystique," from KNOW, Inc., P.O. Box 86031, Pittsburgh, Pa. 15221. 25¢.

Mannes, Marya, "Liberation Issue Involves Both Men and Women," St. Paul Pioneer Press, December 13, 1970, Family Life Section, p. 1.

Nemy, Enid, "Men's Liberation Wants Women's Liberation, Too," Minneapolis Tribune (N.Y. Times Service), November 1, 1970.

Ramey, Dr. Estelle, "Men's Cycles (They Have Them Too, You Know)," Ms, Spring 1972.

Rice, George, "Man's Role in Changing Society," St. Paul Pioneer Press, March 7, 1971, Family Life Section, p. 1.

Ruitenbeck, Hendrik, The Male Myth, Dell, 1967.

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Seidenberg, Robert, "Oedipus and Male Supremacy," KNOW, Inc., P.O. Box 86031, Pittsburgh, Pa. 15221. 5¢.

"To Be or Not To Be," KNOW, Inc., Box 86031, Pittsburgh, Pa. 15221. 25¢.

A packet of nine papers to, for, by and about male feminists.

Unbecoming Men, by a men's liberation group. \$1.25. Times Change Press, Penwell Rd., Washington, N.J. 07882.

Widmer, Kingsley, "Reflections of a Male Housewife," from KNOW, Inc. 25¢.

Worell, Judith and Leonard, "Supporters and Opposers of Women's Liberation: Some Personality Correlates", a paper presented at the annual convention of the American Psychological Association held in Washington, D.C., September 1, 1971. Dr. Judith Worell, Dept. of Educational Psychology and Counseling, University of Kentucky, Lexington, Ky. 40506. Contact Dr. Worell or the Emma Willard Task Force for a copy.

Includes discussion of males who support and males who oppose the women's liberation movement.

MINORITY WOMEN

- Andreski, Iris, Old Wives Tales: Life Stories of African Women, Schocken Press, 1970. \$2.45.
- Beal, Frances M., "Double Jeopardy: To Be Black and Female," New Generation, Fall 1969, pp. 23-28.
- Cade, Toni (ed.), The Black Woman, Signet, 1970. 95¢.
- Carroll, Constance, "A Slice of the Pie," contact Constance Carroll, Dean of Liberal Arts, University of Maine, Portland Branch, Maine.
- "Facts on Women Workers of Minority Races" and "Women Workers in Regional Areas and in Large States and Metropolitan Areas, 1971," Women's Bureau, Department of Labor. Write Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. 15¢ each.
- Hare, Nathan and Julia, "Black Women 1970," Transaction, November/December 1970.
- Ladner, Joyce A., Tomorrow's Tomorrow, The Black Woman, Doubleday, 1971. \$6.95.
How low-income black women develop life styles which suit their needs.
- La Rue, Linda J.M., "Black Liberation and Women's Liberation," Transaction, November/December 1970.
- Lerner, Gerda, Black Women in White America, Pantheon, 1972. \$12.95.
- Mack, Delores, "Where The Black-Matriarchy Theorists Went Wrong," Psychology Today, January 1971, pp. 24, 86, 87.
- Paulme, Denise, ed., Women of Tropical Africa, University of California Press, 1971. \$3.65.
- Regeneracion, special issue on Chicana liberation, available from Box 54624, Los Angeles, Calif. 90054. \$1.00.
- Tillmon, Johnnie, "Welfare Is a Women's Issue," Ms., Spring 1972.
- Ware, Cellestine, "The Black Family and Feminism: A Conversation with Eleanor Holmes Norton," Ms., Spring 1972, pp. 95, 96.

MISCELLANEOUS

- Busch, Judy; Laura X, Women's Songbook, available from Women's History Library, 2325 Oak, Berkeley, Calif. 94708. Individuals. \$1.75 — Institutions: \$3.00. Add postage — 12¢ for one or two books, plus 6¢ for each additional book. Checks payable to Judy Busch.
- Edmiston, Susan, "While We're At It, What About Maids' Lib?" New York, June 28, 1971, Vol. 4, No. 26, pp. 24-30.
Concerns the rights of women who earn their living doing housework.
- Francis, Phillip, The Legal Status of Women, Oceana, 1963. \$3.00.
- Heide, Wilma Scott, Address by the President of the National Organization for Women, as reprinted in "Voice for Children," (monthly newsletter of the Day Care and Child Development Council of America), April 1971.
- Negrin, Su, A Graphic Notebook on Feminism, Times Change Press, Penwell Rd., Washington, N.J. 07882
- Women's Liberation Calendar and Field Manual, \$2.95. Order from NCAC-NOW Office, 938 National Press Building, Washington, D.C. 20004. Annually published, 1971 onward.
- The NOW York Times, August 26, 1971, available from NOW York Times, 28 E. 56th Street, New York, N.Y. 10022. 25¢. Issued annually, "Suffrage Anniversary."
- Tegner, Bruce, Alice McGrath, Self-Defense for Girls: A Secondary School and College Manual, rev. ed., 1967. \$1.95 or \$3.00. Teacher's guide free on request.
- Women's Heritage Series, Inc., Box 3236, Santa Monica, Calif. 90403 — 213-935-3379. Have calendar/almanac for \$2.00. Also posters, feminists' biographies, stationery, etc.

PERIODICALS

LIST OF PERIODICALS:

- A Journal of Female Liberation, 371 Somerville Avenue, Somerville, Mass. 02143.
- Aphra (a literary journal published by women). Box 893M, Ansonia Station, New York, N.Y. 10023. \$4.50/yr.

Black Maria, a new quarterly put out by Chicago-area feminists. Black Maria, Box 230, River Forest, Ill. 60305. \$1 for 1st issue or \$3.50 for subscription.

Everywoman (newspaper), \$6.00/26 issues, 1043B W. Washington Blvd., Venice, Calif. 90291. (discontinued)

Gold Flower (monthly women's newspaper), Women's Free Press, P.O. Box 8341, Lake Street Station, Minneapolis, Mn. 55408. Subscription: \$3.00/year — Single copies: 25¢.

Journal of the International Institute of Women Studies, 1615 Myrtle St. N.W., Washington, D.C. 20012. \$6.00/yr.

Ms. (magazine), 370 Lexington Ave., New York, N.Y. 10017. \$9.00/12 issues.

Spokeswoman (monthly newsletter), \$7.00/year. The Spokeswoman, 5464 South Shore Drive, Chicago, Ill. 60615.

Velvet Glove (magazine), \$3.00/6 issues, Velvet Glove Press, P.O. Box 188, Livermore, Calif. 94550.

A feminist literary magazine.

The Women's Page (newspaper), \$2.00/6 months, 1227 — 37th Avenue, San Francisco, Calif. 94122.

Women's Rights Law Reporter (magazine), 119 F Ave., New York, N.Y. 10003. \$12.00/year.

Women Studies Abstracts, Box 1, Rush, New York 14543. \$7.50/year for individuals. \$5.00 for students, and \$10.00 for libraries.

This is a new quarterly publication that includes abstracts of articles on education, socialization, employment, sexuality, women in history and literature and the women's liberation movement, plus bibliographic essays, a list of book reviews and additional articles that will be of interest to people enrolled in women's studies courses.

Women's Studies Newsletter, The Feminist Press, Box 334, Old Westbury, N.Y. 11568. \$5/yr. Inst. Rate — \$10.

This newsletter is just beginning and will cover higher education, elementary education, two-year colleges, conferences, essays, bibliography, foundations, etc.

Women Today, published by Today Publications, 1132 National Press Bldg., Washington, D.C. 20004. 202-628-6663. Editor — Barbara Jordan Moore, publisher — Myra Barrer. Bi-Weekly — \$15.00/year, \$25.00/2 years.

SPECIAL ISSUES:

Annals of the American Academy of Political and Social Science, May 1947.

Documents change in women's role after war.

ARTnews, January 1971.

A special issue on women's liberation and women artists and art history.

Atlantic, "Woman's Place," Vol. 225, no. 3, March 1970.

Contents: Bowen, Catherine Drinker, "We've Never Asked a Woman Before"

Stern, Paula, "The Womanly Image"

Gerrity, Diana, "Miss Superfist"

Harriman, Jane, "In Trouble"

Rossi, Alice, "Job Discrimination and What Women Can Do About It"

Schulder, Diane, "Women and The Law"

North, Sandie, "Reporting the Movement"

Bernays, Anne, "What Are You Supposed To Do If You Like Children?"

DeMott, Benjamin, "In and Out of Women's Lib" [sic]

Janeway, Elizabeth, "Happiness and The Right To Choose"

Library Journal, September 1971, special issue on women.

Regeneracion, special issue on Chicana liberation, Box 54624, Los Angeles, Calif. 90054. \$1.00.

Transaction, "The American Woman," Vol. 8, nos. 1 and 2, November/December 1970.

Contents: Hochschild, Arlie, "Another Idol of Social Science"

Jordan, Joan, "Working Women and The Equal Rights Amendment"

Stannard, Una, "Adams Rib, or The Woman Within"

Freeman, Jo, "Growing Up Gurlish"

Dixon, Ruth B., "Hallelujah The Pill!"

Suerzle, Marjane, "Women in Labor"

LaRue, Linda J.M., "Black Liberation and Women's Liberation"

Hare, Nathan and Julia, "Black Women 1970"

Bart, Pauline, "Mother Portnoy's Complaints"

Bell, Inge Powell, "The Double Standard"

Micossi, Anita Lynn, "Conversion to Women's Lib" [sic]

PSYCHOLOGY

Adorno, T., et. al, The Authoritarian Personality, Harper and Row, 1950. \$9.75. Norton, 1969. \$4.95.

Links sexism and racism.

Bardwick, Judith, Psychology of Women: A Study of Bio-Cultural Conflicts, Harper and Row, 1971. \$7.95.

Bem, Sandra and Daryl Bem, "We're All Nonconscious Sexists," Psychology Today, November 1970.

Brenton, Myron, The American Male: A Penetrating Look at the Masculinity Crisis, Coward-McCann, 1966. \$5.95. Fawcett Premier, 1970. 95¢.

Chesler, Phyllis, "Men Drive Women Crazy," Psychology Today, July 1971.

Psychologists define a "normal" woman as one who conforms to the roles imposed by a sexist society. Many women mental patients are actually political prisoners.

Horney, Karen, Feminine Psychology, Norton 1967. \$5.95.

A neo-Freudian, she challenges some of Freud's assumptions about feminine nature.

Psychology of Modern Women (tape cassette), Center for Cassette Studies, Inc., Department M270, 8110 Webb Avenue, North Hollywood Cal. 91605. \$14.95.

Ruitenbeck, Hendrik, The Male Myth, Dell, 1967.

Sampson, Ronald, The Psychology of Power, Random House (Vintage), 1965. \$1.95.

Weisstein, Naomi, "Kinder, Küche, Kirche as Scientific Law: Psychology Constructs the Female." Social Education 1971. Also included in Discrimination Against Women, House of Representatives Hearings, available free from your Congress person.

Examines the biases in so-called scientific studies of female psychology and sex-based differences in behavior.

Worell, Judith and Leonard, "Supporters and Opposers of Women's Liberation: Some Personality Correlates," A paper presented at the annual convention of the American Psychological Association held in Washington, D.C., September 1, 1971. Dr. Judith Worell, Department of Educational Psychology and Counseling, University of Kentucky, Lexington, Ky. 40506. For a copy contact Dr. Worell or the Emma Willard Task Force.

(See "Socialization" section also.)

RELIGION

Champagne, Rev. Emily (ed.), "Women in Religion Packet," contact editor 745 Walker Ave., Oakland, Ca. 94610. 60¢ each or \$3.00/6 packets. Education materials printed by NOW for the NOW National Task Force on Ecumenism and Religion.

Daly, Mary, "After the Death of God the Father," Commonweal, March 12, 1971.

Suggests that the women's movement has the potential to completely transform religious consciousness in the West and points out some directions this will take.

Daly, Mary, The Church and the Second Sex, Harper and Row, 1968. \$4.95.

Daly, Mary, "The Courage to See, Religious Implications of the New Sisterhood," The Christian Century, September 22, 1971.

Daly, Mary, synopsis of a course on "The Women's Revolution and Theological Development," taught by her at Boston Theological Institute, contact Mary Daly, 2018 Commonwealth Ave., Brighton, Mass. 02135.

Doely, Sarah Bentley, Women's Liberation and the Church, Association House, New York, 1970.

Articles by women demanding an end to sexism in the Christian Church. Includes selected bibliography.

Women: A Questioning of the Past and Present, Augsburg Publishing for ALC Commission on Women in Church and Society.

Forward by Carl Reuss. 30¢ or \$3.30/dozen.

Theological commentary by Rev. Barbara Andrews, et. al.; e.g. pressuring girls into doll corner in nursery school and ultimately into supportive, not leadership, roles in the church.

RESOURCES

Alive & Trucking Theater Co., 317 1/2 16th Ave. S. (Walker Church), Mpls. 55407. 722-2094 and 722-6612.

Ann Aslanidis, 2315 Irving Ave. S., No. 12, Mpls. 55408, 374-9560. (Free lance designer, illustrator.)

Ann Grant (West), NYC NOW, 617 49th Street, N.Y., N.Y. 11220. Has a 55-page report on sex bias in public schools for \$2.25.

Clearinghouse on Women Studies, SUNY College at Old Westbury, Old Westbury, New York 11568.

Valuable source of information on women's studies courses, programs and materials.

Commission on the Status of Women Students (U. of Minn. student group. Contact: Nancy Gilsean, Minnesota Women's Center, 301 Walter Library U. of Minn. Campus, Mpls., 55455, 373-3850; "Where Am I Now When I Need Me", 25-minute, multi-media presentation (slides, interpretive reading, live & taped music).

Two additional presentations are planned, one aimed at high school students, one aimed at elementary students.

C.U.W.P. (Council for University Women's Progress), Kate Powers, 225 Johnston Hall, U. of Minn., Mpls., 55455. Women on University Civil Service, Nancy Pirsig, 375-7510.

Formed to gather and disseminate information about the status of women at the University of Minnesota and to take action. Open to any women affiliated with the University.

Day Care, Ellen Curlee, 377-0232 (home) or c/o Education Exploration Center, 3104-16th Ave. S. (Walker Church), Mpls., 55407, 722-6613.

Education Exploration Center, 3104-16th Ave. S. (Walker Church), Mpls., Mn. 55407, 722-6613. The Education Exploration Center is a clearinghouse for alternative education. Phone or write them to be put on their newsletter mailing list.

The Emma Willard Task Force on Education, P.O. Box 14229, Mpls., 55414, 612-331-1616 — (Mary Sornsin, 339-0488, Ann Risch, 332-3958, Gerri Perreault 823-7516, Kathy Olson 333-6870, Mary Lynn Kittelson, 377-4094 — 1974 numbers.)

Pat Englehard, Counselor, Edina High School, 927-9721, 890-4415 (home).

Did M.A. paper on counselor attitudes towards women.

The Feminist Press, Box 334, Old Westbury, N.Y. 11568.

A non-profit, tax-exempt organization, publishes children's books, adult biographies of women, and reprints appropriate for use in women's studies courses. Available free on request: a bibliography on sex roles in schools and children's literature. The press is looking for writers and ideas for reprints. Fall publication: Life in the Iron Mills, a story of 19th century working class life by Rebecca Harding Davis, with an afterword in the form of a literary biography by Tillie Olsen.

Feminists on Children's Media, P.O. Box 4315, Grand Central Station, New York, N.Y. 10017.

Gay Feminist Coalition, Gay House, 216 Ridgewood, Mpls., 333-6088.

A politically active group of gay women who work for gay rights and women's rights.

Gold Flower, (Feminist newspaper) P.O. Box 8341, Lake Street Station, Mpls., 55408.

Human Relations Consultant, Don Hadfield, Human Relations Consultant, State Department of Education, Professional Development Section, Capitol Square Bldg., 550 Cedar St., St. Paul, 55101, 612-296-3885.

Mr. Hadfield is in charge of approving the human relations programs being submitted to the State Department of Education (See article on "Minnesota Human Relations Requirement for Teachers".)

International Institute of Women Studies, 1615 Myrtle St. N.W., Washington, D.C. 20012. Membership: individuals \$3/year; institutions \$15/year.

Jean Jordan Weber, 8470 Wiese Road, Brecksville, Ohio 44141. Guidelines for Librarians, \$1.

KNOW, Inc., P.O. Box 86031, Pittsburgh, Pa., 15221.

Clearinghouse for reprints of articles on women's liberation, assorted feminist publications, female studies catalog. Write for list of materials available.

Marcia Federbush, 1000 Cedar Bend Dr., Ann Arbor, Mi. 48105.

Contact for excellent 55-page report on sexism in the Ann Arbor Schools, \$2.25.

Minnesota Department of Human Rights, Betty Howard, Director, Women's Division, Department of Human Rights, State Office Bldg., St. Paul, Minn., 296-2931.

Minnesota Metropolitan State College, 421 N. Wabasha, St. Paul, Mn. 55101, Miriam Meyers, 824-6801.

Offers an educational alternative of independent study at the college level. A flexible course of study may be contracted with the College to meet individual time needs. Miriam Meyers is available for consultation and speaking concerning the issue of women and higher education.

Minnesota Resource Center for Social Work, 2201-7th St., Mpls. 55404, 338-7137 (mailing address: 731-21st Ave. S., Mpls., Mn. 55404)

Plan to have four video tapes on sexism in the schools available December 1972.

Minnesota Women's Abortion Action Coalition, 100 University Ave. S.E., Mpls., Mn. 55414, 341-3844. (discontinued March 1973)

Works for repeal of all abortion laws, no forced sterilization, repeal of anti-contraceptive laws.

Minnesota Women's Center (U. of Minn.), 301 Walter Library, U. of Minn., Mpls., Mn. 55455, 373-3850.

Advice and help for any woman at the University or any women interested in attending the University. The Center's resource collection is available to all.

Minnesota Women's Political Caucus, P.O. Box 15078, Commerce Station, Mpls., Minnesota.

National Organization for Women (NOW), Twin Cities NOW Speaker's Bureau: Mary Lee Geisser 698-5290; Gerri Perreault, 823-7516 (3224 Harriet Avenue South, Minneapolis, Mn 55408).

National Organization for Women (NOW), State Coordinator for Minnesota, Roberta Pettit, 1767 Blair Ave., St. Paul, Mn. 55104 (612) 646-4398.

New England Free Press, 791 Tremont St., Boston Mass. 02138. Has reprints available at nominal cost.

NOW Feminist Catalog, Judith Meuli, editor, 1126 Hipoint St., Los Angeles, Ca. 90035.

Catalog of feminist products as advertised by feminists producing books, posters, jewelry, audio-visual productions, buttons, speakers, note cards, consciousness-raising games, etc. Mail 10¢/copy and addressed, stamped envelope.

Sex-Role Stereotyping Committee, Minnesota Department of Human Rights, Women's Advisory Cmte., Ruth Stack, Chair-one, State Office Bldg., St. Paul, Mn., 296-2931.

Social Welfare History Archives, University of Minnesota, Hwy. 280 and E. Broadway, Mpls., Mn. Andrea Hinding, Curator, 373-4420.

Has file of current feminist publications.

Sourcebook Press, 185 Madison Ave., New York, N.Y. 10016.

Has series of 40 reprints on the history of women's rights.

Split Infinitive, Suite 3, 581 Portland Ave., St. Paul, Mn. 55102, 225-0660, Marlene Johnson and Jeanette Wagner.

Advertising and public relations firm.

Twin Cities NOW Committee on Youth and Education, Carole Johnstone, 825-0702, Virginia Watkins 938-4788, 5841 Whited Ave., Minnetonka, Mn. 55343.

Plan to bring high school women together for consciousness-raising and whatever programs they would catalyze around feminist issues.

U.S. Department of Labor, Women's Bureau, U.S. Department of Labor, Washington, D.C. 20210.

Has many publications on women, many free. Send for list.

West-Side Women's Committee, P.O. Box 24020, Village Station, Los Angeles, Ca. 90024.

Women's Action Alliance, Inc., 370 Lexington Ave., Room 313, New York, N.Y. 10017.

Women's Advocates, Legal Assistance, Ramsey County, 20 West 6th Street, St. Paul, Mn. 55104, 227-2504.

Covers sex discrimination (in jobs, housing, credit, health), divorce (how to get one; good, less expensive attorneys, what to expect — jobs, charge accounts, loans, social life; temporary support, alimony, etc.), welfare (your rights, cutting red tape, AFDC, advocates to help), health (abortion referrals, birth control information, where to go, nutrition), name change, (how to get back and keep your own name), day care . . . "You name it and we'll try to help."

Women's Clearinghouse (on KUOM), Experimental College, Room 350, 1507 University Ave., S.E., Mpls., Mn. 55414, 373-9732.

Has two five-minute radio spots on Tuesdays and Fridays to announce anything of concern to women. On Saturdays, a two-three hour feature program.

Women's Counseling Service, 621 W. Lake St., Mpls., Mn. 827-3810 or 827-3819.

Comprehensive counseling in the area of Health Services pertaining to women.

Women's Equity Action League (W.E.A.L.), Ellen Dresselhuis, President, 5124-18th Ave. S., Mpls., 55417, 721-1201 (evenings).

Women's Heritage Series, Inc., Box 3236, Santa Monica, Ca. 90403, 213-935-3379.

Has calendar/almanac for \$2.00; also posters, stationery, etc.

Women's History Research Center, 2325 Oak, Berkeley, Ca. 94708. For information, enclose a stamped, self-addressed envelope.

Women's Institute for Social Change, YWCA, 1130 Nicollet, Mpls., Mn. 55403. Charlene Smith, (1973—) Director, 332-3833.

Has an eight-week seminar held for women concerning the dynamics of social change. Sessions are held autumn through spring.

Women on Words and Images, P.O. Box 2163, Princeton, N.J. 08540. "Dick and Jane as Victims: Sex Stereotyping in Children's Readers".

Women's Poetry Group, 1903-14th Ave. S., Apt. 3, Mpls., Mn. 55404, Penny Suess, 338-8580.

Women's Programs, University of Minnesota, Extension and Continuing Education. Louise Roff, Director, Westbrook Hall, U. of Minn., Mpls., 55455, 373-9743.

YWCA, 1130 Nicollet Ave., Mpls., 55403, 332-0501. (Beth Green 332-0501X65 — 1973 number). YWCA, 65 E. Kellogg, St. Paul, 55101, 222-3741. Has programs, courses, seminars, etc. for women.

SOCIALIZATION

- Adams, Margaret, "The Compassion Trap, Women Only," Psychology Today, November 1971, pp. 70-72, 100-104.
- Allen, Gina and Clement G. Martin, M. C., Intimacy, Cowles, 1971. \$6.95.
Sex-role stereotyping pollutes even our most intimate relationships. The authors tell how to eliminate it for a better love life.
- "Are We a Nation of Breast Worshipers," Sexual Behavior, April 1971, pp. 50-53.
A pictorial essay.
- Barry, H.; M.K. Bacon; J.L. Child, "A Cross-Cultural Survey of Some Sex Differences in Socialization," Journal of Abnormal and Social Psychology, Vol. 55, 1957, pp. 327-332.
- Bem, Sandra L. and Bem, Daryl J., "Training the Woman to Know Her Place: The Power of a Nonconscious Ideology," from D.J. Bem, Beliefs, attitudes and human affairs, Brooks/Cole, Belmont, Cal., 1970. Reprint available from KNOW, Inc., P.O. Box 86031, Pittsburgh, Pa. 15221, 25¢.
- Berscheid, Ellen; Elaine Walster, "Beauty and the Best," Psychology Today, March 1972, pp. 42-46-64.
- Broderick, Carlfred B., "Children's Romances," Sexual Behavior, May 1972, V. 2, No. 5, p. 16+.
- "The Chairperson Calls This Debate on Womankind to Order," The Magazine for Reading and English, 21:6, November 19, 1971, pp. 22-29.
A mocking discussion of the origin of such words as "mankind" and "history."
- De Beauvoir, Simone, The Coming of Age, Putnam, 585 pp. \$10.00.
A book on aging.
- Discrimination Against Women: Hearings Before the Special Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-First Congress, Second Session, on Section 805, of H.R. 16098. Also known as Edith Green's hearings. Two volumes. Available free from your Congressperson.
Two volumes of testimony, prepared statements, and statistical evidence on job discrimination, academic discrimination, and socialization.
- Edcentric, "Special Issue: Women in Education," December 1971. Available for 60¢ from Center for Educational Reform, 2115 S Street N.W., Washington, D.C. 20008.
- Eliasberg, Ann, "Are You Hurting Your Daughter Without Knowing It?" Family Circle, February 1971.
- Farber, Seymour; Roger Wilson, The Challenge to Women, Basic Books, 1966. \$5.95.
- Farquhar, Norma, "Equal Treatment of the Sexes in Social Studies Textbooks," nine pages, 50¢. Contact author at 12709 The Emma Willard Task Force on Education, P.O. Box 14229, Mpls., 55414, 612-331-1616 — (Mary Sornsin, 339-0488, Ann
- Federbush, Maria, Let Them Aspire: A Plea and Proposal for Equality of Opportunity for Males and Females in the Ann Arbor Public Schools, May 1971. This 75-page report is available from Marcia Federbush, 1000 Cedar Bend Drive, Ann Arbor, Mich. 48105. \$2.25.
- "The Female Majority," The Conspiracy of the Young (with Paul Lauter), World, 1970.
Includes an analysis of textbooks used in Baltimore City Schools.
- Fields, Rona M., "Public Education: Training for Sexism," KNOW, Inc., reprint. 20¢.
- Fisher, Elizabeth, "The Second Sex, Junior Division," New York Times Book Review, May 24, 1970.
- Freeman, Jo, "Building the Gilded Cage" write KNOW, Inc., P.O. Box 86031, Pittsburgh, Pa. 15221. 35¢.
- Freeman, Jo, "Growing Up Girlish," Transaction, Vol. 8, No. 1/2, Nov/Dec. 1970, pp. 36-43.
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- Grant (West), Ann, Report on Sex Bias in the Public Schools, NYC Chapter of the National Organization for Women (NOW). 617 49th Street, N.Y., N.Y. 11220. \$2.25.
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- Harrison, Barbara, "Feminist Experiment in Education," The New Republic, March 11, 1972, pp. 13-17.
- Hart, Marie, "Women Sit in the Back of the Bus," Psychology Today, October 1971, pp. 64-66.
On women in sports.
- Heide, Wilma Scott, Address by the President of The National Organization for Women as reprinted in "Voice for Children" (monthly newsletter of the Day Care and Child Development Council of America), April 1971.
- Heide, Wilma Scott, "The Sine Qua Non for Humanistic Institution of Health," reprints available from Society for Health and Human Values, 825 Witherspoon Building, Phil., Pa. 19107, from December 1971 Symposium "How Valuable is Human Health?"

- Halbrun, Carolyn, "The Masculine Wilderness of the American Novel," Saturday Review, January 29, 1972, pp. 41-44.
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- Howe, Florence, "Sexual Stereotypes Start Early," Saturday Review, October 16, 1971, pp. 76-82, 92-94.
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How low-income black women develop life styles which suit their needs.
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- McClure, Gail and others, "Sex Discrimination in Schools," Today's Education, November 1971, pp. 33-35.
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Article about love and sexuality of a South Pacific culture.
- Pierce, James V., "Sex Differences in Achievement Motivation of Able High School Students," Cooperative Research Project No. 1097, University of Chicago, December 1961.
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- Schmidt, Dolores, "Sexism in Textbooks," Women and Education: A Feminist Perspective, a conference report printed in Pittsburgh, Pennsylvania, November 1971. Contact author, Department of English, Slippery Rock State College, Slippery Rock, Pennsylvania.
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A study of 27 of the most frequently used college American History survey texts
- School Review, issue on "Women and Education," February 1972, 80.2, The University of Chicago Press, 5801 Ellis Avenue, Chicago, Ill. 60637. \$2.75.
- Schumacher, Donn, "Changing the School Environment - A Progress Report," Contact author at 6384 Jackson Street, Pittsburgh, Pennsylvania 15206.
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- Seaman, Barbara, Free and Female - The Sex Life of the Contemporary Woman, Coward, McCann & Geoghegan, 288 pp. \$6.95.
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Discusses how the college English curriculum teaches women to think like men and excludes women writers.
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From a review. "Now, at 24, she has no identity . . . what she is doesn't exist if someone isn't around to admire it. 'My mirror image always has to be interpreted. And for that I sought my reflection in someone else's eyes.'"

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- Andreski, Iris, Old Wives Tales: Life Stories of African Women, Schocken Press, 1970. \$2.45.
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Director of the sex-role project for the Swedish school system.
- Bebel, August, Women Under Socialism, Schocken Books, 67 Park Ave., New York, N.Y. 10016. \$3.95.
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- Gordon, David, Women of Algeria: An Essay on Change, Harvard, 1968. \$2.00.
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- Leijon, Anna-Greta, Swedish Women — Swedish Men, The Swedish Institute, 1968. \$1.00. Available free at the Swedish Consulate.
- Mandel, William, Soviet Women and Their Self-Image, \$1.00. Available from author, 233 Lake Drive, Berkeley, California 94708.
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Ward, Barbara, Women in the New Asia, UNESCO, 1965. \$10.00.

Women in the World Today, International Report 2, United Nations Report A/5456, 1963.

WOMEN'S LIBERATION – PAST DEBATE

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Grimke, Sarah, Letters on the Equality of the Sexes and the Condition of Women, 1838, B. Franklin Reprint, 1967. \$13.50.

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Lenin, V. I., The Emancipation of Women, Northwest International Publishing Company. \$1.45.

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Cartoons and articles from the British magazine, Punch, during the suffrage movement.

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Anthology of past and present writings.

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Woman's Rights Convention 1848 Proceedings, Arno. \$3.50.

WOMEN'S LIBERATION – RECENT DEBATE

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- American Women, issued by the U.S. President's Commission on the Status of Women.
- Amundsen, Kirsten, The Silenced Majority, Prentice-Hall, 1971. \$5.95. Paperback also.
Ms. Amundsen, Asst. Prof. of Government at Sacramento (California) State College, examines the political implications of the relationship between the sexes.
- Andelin, Helen B., Fascinating Womanhood, Pacific Press, 1965. \$5.95.
An unquestionably anti-women's liberation book. "Domineering women are the cause of many of society's problems. "A woman must be a wife and mother, first, last and always."
- Beauvoir, Simone de, The Second Sex, Bantam, 1970. \$1.25. Modern Library. \$4.95.
Male values determine reality and woman is defined as "the other."
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Anti-feminist.
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Emphasizes employment.
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Anthology of fiction and essays.
- Discrimination Against Women: Hearings Before the Special Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-First Congress, Second Session, on Section 805 of H.R. 16098. Also known as Edith Green's hearings. 2 volumes. Available free from your Congressperson.
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SECTION: A HANDBOOK FOR
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ON CALLING OFF
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SEXISM: A HANDBOOK FOR TEACHER
TEACHER INTERVENTION
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BY

VICTORIA GRIZZARD

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